

# Childminder report

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Inspection date: 15 August 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are highly inquisitive learners and thrive in the childminder's care. She plans an extremely inspiring environment, where children are eager to explore and satisfy their curiosity. For example, toddlers work out how to open a treasure box and discover coins. The childminder provides skilful interaction to support and challenge children's knowledge and skills. For example, she helps them to count the coins, stack them and use preposition words. She has an excellent awareness of the importance of embedding children's prime areas of development and she exposes them to a language-rich environment. For example, she recasts young children's words, so that they hear correct pronunciations. She narrates what they are doing, adds vocabulary and responds to babies' babbling in a conversation style. The childminder carefully considers how she will meet the needs of each child attending. She expertly supports children's emotional development, so they are secure and happy, which underpins their learning highly successfully. For example, she reassures babies and provides their favourite activity, so that very quickly they are engrossed and display excitement in their learning. Children benefit greatly from well-planned daily routines, which helps them to remember and embed their understanding. For example, she uses visual resources with familiar songs and stories to extend vocabulary, help children to concentrate and be part of a group.

## **What does the early years setting do well and what does it need to do better?**

- The childminder plans a highly ambitious curriculum, using her meticulous observations to know what children need to be learning next. She has an in-depth knowledge of child development and quickly identifies any gaps in their progress. The childminder is proactive in working with parents to ensure children receive any additional support they need to catch up with their peers.
- Parents comment on the outstanding way the childminder celebrates and values every child's uniqueness. They confirm how well the childminder shares information with them so that they can support their children's learning at home. The childminder has a highly positive awareness of children's special educational needs and/or disabilities and has high ambitions for their development.
- The childminder has an excellent understanding of how to sequence children's learning, so that she builds gradually on what they can already do, to help them achieve the early learning goals. She adapts activities according to children's individual needs, providing just enough support for children to succeed. Children are highly motivated and enjoy their learning.
- Children are extremely well behaved. They persevere with tasks, take turns and have high self-esteem. The childminder provides a calm, highly positive role model. She recognises the impact her own well-being has on children and ensures she takes care of her own health and welfare.

- The childminder has an exceptional commitment to self-evaluation, targeted training and professional development. For example, she evaluates activities and adapts them as required. She carries out frequent research and attends training to keep developing her knowledge and practice. For example, she has completely reviewed her environment from a child's point of view and implemented exciting activities to support children's muscle skills to prepare them for writing. She now wants to gain a qualification in special educational needs to develop her skills in this area even further.
- Children become highly independent and gain an excellent understanding of healthy practices. For example, the childminder has recently introduced a child-size kitchen. Children help themselves to tissues and drinks of water. Toddlers know how to wash their hands at snack time and serve themselves their snack. The childminder uses all opportunities to use books to support children's learning, such as understanding about germs, healthy eating and oral hygiene.
- The childminder works extremely well with other providers involved in children's learning and care. They share important information and work together exceptionally well. For example, when pre-school inform her that they are supporting a toddler with using a spoon, she sets up activities in the sandpit to support this.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of her responsibilities to safeguard children. She keeps herself up to date with child protection procedures, refreshing her training regularly, so that she has an excellent awareness of concerns and procedures. She has an extremely well-organised file of guidance on all aspects of safeguarding children, containing contact details and flow charts. The childminder carries out vigilant risk assessments and provides excellent supervision. She practises her emergency evacuation procedures with different scenarios to evaluate how well it goes and ensure she can keep children safe.

## Setting details

<b>Unique reference number</b>	EY459152
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10231846
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	28 September 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Burnham-on-Sea, Somerset. She provides care Monday to Friday, from 8am to 5pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an appropriate early years qualification at degree level.

## Information about this inspection

### Inspector

Elaine Douglas

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder discussed her curriculum intent with the inspector and discussed the safety and suitability of the premises.
- The inspector observed the quality of education and assessed the effectiveness of safeguarding and care procedures.
- The childminder and the inspector carried out a joint observation.
- The inspector spoke with parents, read feedback left by parents for the inspection and spoke with the children, and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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