

Childminder report

Inspection date: 23 August 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminder's care. She provides a warm, calm and homely environment. The childminder is extremely caring and nurturing towards children and fosters positive relationships with them and their families. Children delight in attending and clearly feel very happy and safe.

The childminder provides superb opportunities for children to learn about the natural world around them. She inspires children to find the awe and wonder of living things. Children are curious and inquisitive and develop a love of learning. For example, they observe bumblebees in the garden and delight in helping to rescue them. They develop an impressive understanding of why bees are attracted to lavender plants. The childminder supports children to begin to understand pollination.

The childminder has exceptionally high expectations of all children. She instils positive values and good manners in them. She has very clear behaviour expectations and children learn the boundaries of her home from a very young age. Children learn to manage their own feelings and understand the impact their own behaviour has on others. They form extremely respectful friendships with their peers and enjoy cooperatively playing together.

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

- The childminder's passion for her job shines through in everything she does. She is extremely knowledgeable about how children learn and has an exceptional understanding of young children's brain development. The childminder ensures her practice reflects this. She is committed to supporting children to build a strong foundation for their future learning.
- The childminder has clear and ambitious aims for her curriculum. She provides an extremely rich and diverse range of experiences for children. In particular, she has a strong focus on supporting children to explore the wider community and understand how to be global citizens. For example, children benefit from regular trips to the local beach where they learn about sustainability and how to look after the planet.
- Children are extremely confident and independent. They benefit from familiar routines. The childminder prioritises children's emotional well-being and all children have very high levels of self-esteem. She meticulously tracks children's development to ensure any gaps in learning are quickly identified and closed. All children make exceptional progress from their starting points.
- Children have excellent listening skills. They enjoy spontaneous opportunities to listen to stories and sing rhymes linked to their learning. For example, they find several spiders in the garden and the childminder encourages children to

develop an appreciation of them. She expertly extends children's thinking through skilful questioning about spiders and they join in, singing 'Incy Wincy Spider'.

- The childminder supports children's developing language exceptionally well. She weaves interesting vocabulary into children's play, such as 'squidgy' and 'squelchy' when describing wet sand. Children have plenty of opportunities to hear and learn new mathematical language. For example, the childminder explains that a rainbow is an 'arch' and 'semi-circle' shape.
- Partnerships with parents are extremely effective. The childminder is committed to supporting the whole family. Parents explain that they are very grateful for the additional advice and support the childminder provides. She shares important information about online safety and works collaboratively with parents to toilet train their children. Parents praise the childminder for the regular communication they receive about their children's progress, including daily updates and detailed termly reports.
- The childminder fosters positive relationships with other settings that children attend. She effectively supports children with their transition to school and ensures they are extremely well prepared for starting school. The childminder has been fundamental in establishing a networking group of local childminders. They all benefit from peer-to-peer support and professional partnerships.
- The childminder regularly reviews and evaluates her practice. She identifies her own professional development needs. She attends a wide range of training that she is both interested in and is relevant to her specific needs. She strives for continual improvement to provide families with the very best care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of how to keep children safe. She knows the signs that may indicate a child is at risk of harm and knows what to do if she has concerns about a child's well-being. Thorough and robust risk assessments are in place. The childminder explicitly teaches children about safety. For example, they learn about the importance of sun safety and why they must wear sun hats. Children learn to safely manage their own risks. For example, they manage the garden steps from a young age and all children have opportunities to learn to use scissors safely.

Setting details

Unique reference number	EY369553
Local authority	North Somerset
Inspection number	10125656
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 January 2015

Information about this early years setting

The childminder registered in 2008. She lives in Clevedon, North Somerset. The childminder operates Monday to Thursday, from 8.30am to 5.30pm, all year round. The childminder is eligible to provide free early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Fedrick

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together and discussed the childminder's curriculum and intentions for children's learning.
- The inspector observed the interactions between the children and the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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