

# Childminder report

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Inspection date:

27 September 2022

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<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, including those new to the setting, soon become extremely confident and excitedly explore the resources. This is because the childminder ensures she plans her environment highly successfully to engage them as soon as they start. Children have the same routine on arrival, so that they rapidly manage this independently. For example, they remove their shoes, place them in the basket and wash their hands.

The childminder expertly enables children to lead their play and through meticulous observation, she provides excellent support to challenge them further and move their learning on. For example, children select shapes and through their play she skilfully finds out which ones they know. When they make a mistake, she provides additional resources to show them the difference. Children develop excellent attitudes to learning. They are inquisitive and become confident in asking questions. Children are extremely secure in having a go at any activity and through repetition, solve problems and expertly demonstrate their understanding. For example, two-year-olds use scales and with encouragement predict which end will be the heaviest, then use trial and error to make the scales balance.

During the COVID-19 pandemic, the childminder continued to provide care for key workers' children. She used technology to keep in touch with all families and provide ideas and support for parents. This had a positive impact on children's development, so when they returned, they still had strong relationships. In addition, she set up a childminding group, so that children could have greater social interactions to prepare them effectively for school.

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

- The childminder plans a highly ambitious curriculum for all children and implements it extremely successfully. She has an excellent understanding of what each child needs to learn and what they gain from every activity. For example, she uses play dough to help with social interactions, sharing tools and helping others, as well as understanding sizes and using mathematical language. Children develop physical skills rolling balls of dough and label them small, medium, and large. They suggest massive and make a larger one and the childminder introduces gigantic as even bigger.
- The childminder uses her training and research extremely well to provide expert teaching. For example, she has an excellent awareness of the importance children's language skills have on all other learning. The childminder adds vocabulary, which children then use as they play. She uses songs and stories to extend their language and gives them plenty of time to think and speak. She helps children to recall their past learning and pauses when reading, so that

children can fill in familiar words. Children concentrate on stories, showing excitement as to what will happen next and making their own suggestions.

- Children have healthy lifestyles through the childminder's excellent support. She cooks them healthy, nutritional meals, encouraging them to have plenty of fruit and vegetables. Children have daily opportunities to be outside and have exercise. The childminder supports them highly effectively in understanding the importance of drinking plenty of water and looking after their teeth.
- Parents are all extremely positive about the care and learning the childminder provides. They state she goes above and beyond, and they appreciate the outstanding support she gives them to work together consistently. Parents new to the setting state how amazed they are at the difference they can already see in their children, especially their empathy to others. The childminder is highly proactive in setting up and maintaining excellent partnerships with other settings children attend. She ensures that when children move on, she provides extensive information, so that their new educators can meet their individual needs straight away.
- The childminder continually evaluates her practice, seeking feedback from parents, and monitoring children's engagement and development, to assess the success of her planning. For example, she has made recent changes to the environment, as several children have gone to school and she now has a young cohort, who need more floor space. The highly motivated childminder strives for excellence in everything she does, which has an outstanding impact on children's well-being and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps herself up to date to have an extensive understanding of all aspects of safeguarding children, including concerns in the area. She ensures she has an accurate knowledge of what to do if she has a concern that a child may be at risk of harm or if an allegation is made. The childminder carries out stringent risk assessments to keep children safe on and off her premises, while enabling them to manage age-appropriate risks to challenge their development. The childminder has an excellent awareness of her responsibility to keep Ofsted informed of significant events or changes.

## Setting details

<b>Unique reference number</b>	EY451726
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10235929
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	2 November 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Highbridge, Somerset. She provides childcare Monday to Wednesday, 9am to 3pm, term time, and Monday to Thursday 9am to 4.30pm during school holidays. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Elaine Douglas

### Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder discussed her curriculum intent, and the inspector observed the quality of education, and assessed the effectiveness of safeguarding and care procedures.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation, of children using a play dough activity, with the childminder and discussed how it impacted on children's development.
- The inspector took account of parents' written and verbal feedback 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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