

Childminder report

Inspection date: 3 October 2022

Overall effectiveness	Outstanding
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

This inspiring childminder provides a wealth of experiences for children. She uses her home environment and outings in the local community superbly to extend children's interests. Children develop fantastically as curious, engaged learners. They make brilliant progress in their learning and development.

Children have fabulous outings with the childminder. They enjoy trips to local parks, the forest, farms and farm shop. They collect and recycle natural materials, then use them imaginatively as they mix them with paints and herbs in water to make an 'autumn soup'. Children gain a fantastic understanding of the world around them and how important it is to care for it.

Children love exploring and playing in the self-contained annex and garden that the childminder uses. They have readily accessible resources and toys. Indoors, trays and displays link to what interests children and the time of year. They have stories about the seasons, animals and traditions. Outdoors, children have a covered play space and the whole of the grassed area to play. They use wheeled toys, blow bubbles, make potions and use water squirters to spray the flowers and plants.

Children develop excellent skills. The childminder prepares children extremely well for the next stage in their learning, including the move into school. Children persist at activities of their choosing, maintaining attention for long periods of time. They engage brilliantly in the different activities available to them.

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

- The quality of teaching is outstanding, consistently challenging and stimulating. The childminder links her activities in the home environment to outings and children's interests. She gathers plenty of information from parents when children start with her. She seamlessly builds on what children know and can do. She tailors learning to the individual needs of the children. All children develop new skills and are eager to keep trying.
- Partnership with parents is brilliant. The childminder constantly reviews her business and practice. She seeks the views of parents and children to help improve her provision. Recently, she has updated her online system for sharing information and running her business. Parents love the regular photos of their children, showing what they are doing and learning. The childminder has also added soft-play blocks and slides in the playhouse in the garden, to enhance children's physical skills. Parents comment positively on the care the childminder provides and the support they get to continue children's learning at home.
- Children eagerly talk about what they do. They share how they add different ingredients to make the 'chocolate' play dough. Children readily explain that they

cannot eat the dough as it has too much salt in, which is not good for you. They extend the conversation to talk about what they do like eating. Children talk with the childminder about healthy food choices, recalling previous cooking activities.

- The childminder gets children to think, explore and experiment rather than just providing the answer for them. When children tell her they cannot get the paint out of the bottle, she encourages them to keep trying. Children work out that if they stand the bottle in the tray, they can push down better on the nozzle to squirt the paint out. On other occasions, children add the pine cones and leaves to the water in the bowl; they notice whether they float or sink. The childminder encourages them to keep experimenting when they ask, 'will the seed float?' She praises their efforts and comments on what has worked well. Children continue trying and remain focused on the activity for periods of time.
- The childminder knows the children extremely well and adapts her teaching to support them in age-appropriate ways. She models expectations for behaviour and praises children when they share well. Children readily use 'please' and 'thank you' when they receive or hand over toys. They have an exceptional understanding of handwashing and nose-blowing procedures to prevent cross-contamination. They fetch tissues, wipe their noses and put the tissue in the bin, then clean their hands.
- The childminder has a strong focus on communication, language and listening. She provides time for children to respond to questions, encourages them to explore and experiment and shares books and stories with them. Children have great fun retelling the story about the baby owls. They have owl toys that they name and remember the sequence of events in the story. The childminder gets children to make connections too. She talks with them about outings to the forest, looking at the trees, and they talk about whether there might be owls in those trees. Children make connections between different experiences, learn new vocabulary and build on what they know and can do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding procedures and what to do to help protect children from harm. She is fully aware of how to refer concerns in the event of an allegation against her or members of her household. She carries out rigorous risk assessments to ensure the children's safety and hygiene throughout their time at the setting and when on outings. She includes children in activities that help them learn about staying safe and caring for the environment. For example, children know how to carry scissors safely when they use them to cut herbs in the garden. They also join in with putting toys away and caring for their play spaces.

Setting details

Unique reference number	EY451478
Local authority	Somerset
Inspection number	10235920
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	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Yeovil, Somerset. The childminder provides care from 8am to 5.30pm, Monday to Thursday, term time only. She holds a relevant childcare qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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