

Childminder report

Inspection date: 19 October 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 form excellent bonds with the childminder. They benefit greatly from her in-depth knowledge about how young children learn and develop. Children are extremely confident and engage with their chosen learning activities wholeheartedly and with a real drive to succeed with their efforts. Children show ownership of their learning and constantly make choices. Children show exceptionally high levels of care and respect towards each other, and this is encouraged by observations from the childminder, such as 'I really like the way you are helping to find activities that the baby likes. It is very thoughtful of you.'

The childminder shows comprehensive knowledge of the children she cares for. She uses this knowledge expertly to ensure all children's next steps in learning and development are fully supported and are achievable. Children show extremely high levels of confidence in the childminder's home. They choose their learning activities with minimal need for support or guidance from the childminder. They show high levels of independence. For instance, children explore the carefully considered learning environment, choosing their activities and engaging with them for a good period of time before reselecting.

All children are skilfully supported by the childminder with the development of their communication and language skills. Older children have their ideas listened to and valued, and babies become highly effective communicators through their interactions with the childminder. For example, during nappy changing, the childminder takes turns with a baby when she is babbling, and she then uses the opportunity to sing nursery rhymes with the infant. The baby responds animatedly and with such obvious glee, and it is clearly a daily routine with the childminder that she relishes.

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

- The childminder is extremely passionate about the care and education she offers. She provides children with experiences that help them become self-motivated learners, able to show independence, confidence, resilience and respect.
- The childminder plans learning activities that support all areas of the curriculum. For example, children relish the experience of planting bulbs they chose at the garden centre. They use scissors to skilfully open the compost bag, then plant the bulbs and create their own labels for the pots. Children then ask to feed the birds as they clearly often do. Children solve problems and take controlled risks, such as standing on the garden chair to hang the feeder. The childminder supports children when needed but skilfully observes and encourages independence. The opportunity to revisit and build on prior learning is superbly

used as a tool for learning by the childminder.

- Children, including those with special educational needs and/or disabilities, make excellent progress. The quality of teaching and learning is exceptional. The childminder observes and monitors with a real focus on meeting the development needs and interests of each child and adapts her provision accordingly. For example, the childminder observed the need to develop whole-hand grasp and finger control and knows that the children enjoy learning outside. She enhanced the opportunities to develop these skills. The children thoroughly enjoyed cleaning the windows while developing these control skills.
- The childminder expertly supports the development of communication and language skills. She constantly models ambitious vocabulary, and this is planned to ensure it supports children's current experiences while broadening their knowledge. For example, when constructing with blocks, a range of vocabulary for types of homes was introduced, alongside words such as 'bungalow', 'steps', 'stairs' and 'lifts'.
- The childminder gathers valuable information about children and their families before they start. This enables her to expertly tailor the settling-in process to meet the needs of every child. As a result, children settle quickly and show confidence in engaging with the rich and varied learning opportunities the childminder provides. Next steps in learning are skilfully considered, planned for and supported effectively. Children are happy and settled in the childminder's care.
- Parents are extremely happy with the care and education their children receive with the childminder and feel that their children 'flourish' in her care. The childminder develops superb relationships with parents, providing them with support and guidance on a wide range of child development issues, from oral health, hygiene and healthy eating to communication and language support strategies. Supporting families in this way is clearly much appreciated by the parents and carers of the children in her care.
- The childminder ensures that training courses she attends meet the needs of the children she cares for. She is proactive in finding relevant training. She uses knowledge she gains to further enhance her already impressive range of teaching and learning strategies for the children. For example, she uses strategies from speech and language training in her interactions with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive understanding of how to safeguard children. She constantly reflects on the safeguarding training she has participated in and ensures that her knowledge is purposeful and up to date, so it enables her to support the children she cares for effectively. The childminder has an excellent awareness of the possible signs of abuse and neglect and is fully aware of her role in protecting children from harm. She is fully aware of how to raise any concerns regarding children's welfare to the relevant authorities. The childminder

understands the process to follow should an allegation be made against herself or a member of her household.

Setting details

Unique reference number	EY363291
Local authority	Devon
Inspection number	10203887
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	3
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder registered in 2007. She is located in Stoke Gabriel, in Devon. The childminder cares for children from Monday to Wednesday, 7.30am to 6pm, term time only.

Information about this inspection

Inspector

Shirley Evel

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 their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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