

Childminder report

Inspection date: 12 January 2023

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

Children are exceptionally well cared for, they thrive in this nurturing environment. The childminder is highly skilled and teaches an ambitious curriculum for all children. Her in-depth knowledge of children's individual interests supports them to make rapid progress in their learning. Children settle in very well, they arrive happy and become deeply engaged in the high-quality experiences and inspiring resources. The childminder supports the development of children's communication and language extremely well. For example, during a story the children quickly learn new vocabulary such as 'fox', 'badger' and 'polar bear'. The childminder immerses them in language, she repeats and explains unfamiliar words and uses questions to encourage the children's interest.

Children develop a keen interest in mathematics from an early age. They learn about numbers and shapes during activities and routines. For example, the childminder skilfully introduces shapes, as the children explore the colourful shapes on the lightbox. Two-year olds confidently recognise colours and the childminder extends their learning by introducing different shapes.

Children's behaviour is excellent. The childminder is sensitive to children's needs and uses a range of techniques to support them to manage their feelings and regulate their own behaviour. The children show respect and kindness towards each other.

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

- The childminder has worked hard to maintain her outstanding standards since her last inspection. She continuously reflects on practice so that children are in constant receipt of high-quality teaching. She seeks out specific training to enhance her professional knowledge. For example, she recently attended training to support children's emotional development, as this was an area where children required further support after returning to the setting following the COVID-19 pandemic.
- The curriculum is excellent. The childminder carefully plans activities that excite and interest the children. She has clear learning intentions in place for each child. She tracks children's progress, ensuring that any gaps in learning are identified and addressed. All children are making very good progress and are ready for their next stage in learning.
- The childminder is highly effective when communicating with parents and professionals. She gathers information from parents when children start and shares information daily to provide a collaborative approach to the children's learning. Parents comment on her friendly approach and the time she dedicates to providing children with a variety of experiences outdoors, promoting a healthy

lifestyle. She has a very strong relationship with other professionals such as the local nursery and school. Providing detailed information about children's learning when they move between settings or on to school.

- Children are encouraged to be independent from a very young age. They are supported to put on their own coats and boots when going into the garden. The childminder helps children to understand the importance of personal hygiene by encouraging regular hand washing and talking to the children about oral health. Children's self-care and hygiene is a priority for the childminder and all care routines are delivered with warmth and sensitivity for the child's wellbeing and individual needs.
- Children have extensive opportunities to be part of their local community. The childminder provides day trips to the animal park and regular walks to the local park and woodlands. These real-life experiences make learning relevant for the children. For instance, on walks the children regularly pick up litter; this helps them to develop respect for their local environment.
- The childminder provides the children with experiences to help them to develop a love of animals. For example, the children thoroughly enjoy observing the childminder's dogs and guinea pigs. The children help to feed the guinea pigs and learn to take care of them.
- The childminder is extremely passionate about promoting diversity and preparing children for life in modern Britain. Children have extensive opportunities to learn about diversity. She reinforces learning through photobooks to support children understanding of what makes people and families unique. The environment reflects positive images of diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of child protection and knows where to report any concerns about children's welfare. The childminder has trained in a wide range of safeguarding issues, she is a lead within the area and supports other childminders sharing her practice and knowledge. The childminder has a good understanding of the importance of reporting accidents and incidents. She carries out effective risk assessments to ensure that children are kept safe.

Setting details

Unique reference number	EY458204
Local authority	Somerset
Inspection number	10236071
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 11
Total number of places	4
Number of children on roll	6
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in Keinton Mandeville, Somerset. She is a qualified early years teacher. The setting is open Monday to Thursday, from 8.00am to 5.30pm, for 50 weeks of the year.

Information about this inspection

Inspector

Corinna Laing

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.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Relevant documentation was reviewed by the inspector, including feedback from parents.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.

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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