

Childminder report

Inspection date: 9 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this warm, caring environment. They are extremely happy here, as the childminder knows all the children exceptionally well and is very attuned to their needs and wants. For example, babies rarely cry as she anticipates their needs and picks up on their cues so quickly. Children form particularly secure attachments with the childminder. They behave extremely well. When young children do need support with sharing, the childminder carefully explains why we cannot just take toys from each other and quickly helps them to find a solution. The childminder is an excellent role model. She is very calm and engaging, which the children mirror.

The childminder gets fully immersed in children's play, following their lead and teaching them as they play and explore. She has high expectations for every child and encourages them to be curious and to learn how to do things themselves. For example, when young children ask her to dress the dolls, she explains in simple terms how they can do it, giving them a sense of achievement when they succeed independently. The childminder plans for the children based on their interests and what they need to learn next. Children learn throughout the day, having time to explore and investigate at their own pace, both inside and outside. All children are making good progress.

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

- The childminder is an excellent role model, giving children many opportunities to develop their speech and language skills and to hear new vocabulary. She gently talks to children about what they are playing with and allows them time to respond in their own way. She links children's experiences to help them make sense of the world. For example, when the refuse collection comes past, they discuss how the truck is emptying the bins, just like the children have emptied the toy egg cartons.
- The childminder provides many motivating opportunities for children to learn, following their lead. For example, when young children point to their knees and attempt to say the word, the childminder notices this and says the word knee. Other children join in and start naming other body parts. They discuss their arms, then fingers, then count their fingers together. The children are all engaged in learning and smile when they are praised for their counting, supporting them to have high self-esteem.
- Children are excited to learn, as the highly skilled childminder brings learning to life. For example, when reading a story, children are encouraged to make the sounds they are reading about. When the book discusses toothbrushing, the childminder gets out a toy mouth and toothbrush so the children can hear for themselves the sounds brushing teeth makes.

- Parents report that they are extremely happy with the care and learning the childminder provides. They comment that she really knows their children at a 'deep level' and are very comfortable leaving their children in her care. Communication is excellent; they are kept informed of what their children have been doing and how they can support their children's learning at home. They praise the way the childminder works with families, supporting children through big milestones such as toilet training.
- The childminder is highly evaluative. She constantly reflects on her setting and herself, making changes and embarking on training courses to ensure that she stays up to date with current early years practice. She contacts other settings the children attend, to ensure that the children have excellent consistency of care and education.
- Children are encouraged and supported to be highly independent and to keep trying. For example, all children, including the very youngest, are encouraged to have a go at feeding themselves. Young children determinedly attempt to hang their towels up after handwashing and smile proudly when they succeed.
- Children have many daily opportunities to learn about their local community and the wider world. For example, they regularly explore their local area and play with the numerous resources that support diversity and multiculturalism, including books and musical instruments. The skilled childminder discusses with them which countries the instruments come from and what they are called.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent safeguarding knowledge and practices and understands wider safeguarding concerns such as extreme beliefs and behaviours. She knows how to identify signs of abuse and when, and to whom, to refer if she has any concerns. She keeps her safeguarding knowledge up to date by attending regular training and through links with the local authority and other childminders. She supports children to learn how to keep themselves safe, such as by holding on to the pushchair when crossing the road. She regularly risk assesses her home and outings. Children are very safe in her care.

Setting details

Unique reference number	EY466969
Local authority	Somerset
Inspection number	10236254
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	9
Date of previous inspection	24 January 2017

Information about this early years setting

The childminder registered in 2014 and lives in Frome, Somerset. She provides care Monday to Thursday, including before and after school, during term time only.

Information about this inspection

Inspector

Joanne Neenan

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 provider.
- The childminder spoke to the inspector about children's learning and development.
- The childminder and the inspector discussed how the childminder organises her early years provision.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Children communicated with the inspector during the inspection.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.

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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