

Childminder report

Inspection date:

15 February 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

The childminder is very clear about what she wants children to learn and how. She targets her curriculum very well to extend children across all their interests and next steps. There is a strong focus on promoting children's communication and language. This has had an excellent impact on their vocabulary and their ability to express themselves and share their needs.

Children are very happy and settled in the childminder's care. They confidently move around the playroom and home areas to engage in very interesting and stimulating activities. Children have good table manners and share and take turns well, even the youngest. They confidently engage with others and include visitors in their play and learning.

The childminder has very high expectations for children to achieve to the best of their ability. She goes to extremes to ensure children receive the input they need from other settings and professionals to meet their potential. The childminder works exceptionally well with parents to share and gather information that ensures children receive the best possible start in life.

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

- The childminder focuses sharply on children's communication and language. She introduces new language and vocabulary and gives context to the new words during children's play. Children take this on board and use the words later in their play to show their understanding, for example when something is 'stuck'. The childminder uses open questioning exceptionally well to get the children to think and solve problems, for example when trying to free toy dinosaurs from blocks of ice. Children learn that warm water 'melts' the ice.
- Children are very active learners and keen to explore new activities. They receive excellent support to think critically. The childminder plans extremely engaging activities that successfully capture the children's attention. Children explore the impact of mixing colours to make new ones. They explore the 'wobbly' jelly and foot prints the toy dinosaurs make. Outdoors, children follow written and pictorial recipes to make leaf soup, for example. Younger children are very physically capable and steady on their feet. They run around the home, negotiating spaces safely.
- Children are extremely well cared for. The childminder works very closely with parents to ensure she follows familiar routines so that children are settled and confident. From a young age, children become independent and try to do things for themselves. They know the childminder is always on hand to help them if needed. They settle quickly and without a fuss to sleep. Older children wipe their noses and wash their hands unaided during the day.

- There are excellent partnerships with parents. From the start, the childminder sets out expectations for very beneficial working relationships. She gains detailed and valuable information about what the children can do and what parents want them to learn next. The daily written and/or verbal feedback and exchange of information means that both parties are well informed. The childminder seeks parents' views of her setting to help her celebrate what she does well and gain any possible areas for her own development.
- The childminder uses training exceptionally well to develop her quality of teaching. This has led her to being better informed and highly skilled at how to develop children's communication and language, especially when there are possible delays.
- The childminder perseveres to ensure children receive the input they need to support continued and ongoing learning. For example, she ensures new teachers visit her setting when children are due to move on to school. Children become familiar with their teacher, and the teachers are well informed about what the children can do and what they need to achieve next. The childminder ensures other professionals are on board and recognise any possible concerns she and parents may have about the children. She seeks support and advice from other professionals to better inform her practices. This means children's communication and language develops rapidly and gaps close very quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date. She is clear about safeguarding matters and what to do should she have a concern. The childminder is alert to a wide range of possible signs and symptoms and how to manage these. She has detailed written policies that inform her practice and parents of what to expect. The children's welfare is at the heart of what the childminder does and she prioritises their needs, while working alongside parents. She risk assesses her home successfully to ensure potential hazards are reduced and children can explore indoors and outside safely under her watchful eye.

Setting details

Unique reference number	139242
Local authority	Dorset
Inspection number	10125440
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	6
Date of previous inspection	3 September 2015

Information about this early years setting

The childminder registered in 2000 and lives in Sherborne, Dorset. She offers care Tuesday to Friday from 8am to 5pm throughout the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Janet Armstrong

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 setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a planned activity with the childminder.
- Parents shared their views of the setting through the childminder's completed questionnaires.
- The inspector sampled a range of key documents that the childminder uses to support her in meeting the early years foundation stage requirements.
- The inspector spoke with the childminder at convenient times during the inspection.

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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