

Childminder report

Inspection date:

26 May 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates an exceptionally stimulating learning environment that reflects children's current interests and wholly ignites their curiosity. Children are experts at leading their own play. They respond eagerly to the childminder's highly effective interactions that precisely shape their individual learning. Children delight in exploring the world around them. They instinctively rise to the challenge of solving problems presented to them by the childminder. For example, through their own investigations, they work out that the sunshine plays an instrumental part in how high the water sprays from the solar fountain. Children capably demonstrate their critical thinking skills further as, through trial and error, they fill containers. They show an impressive knowledge of quantity and expertly calculate the volume of water required in their watering cans.

Children are resilient learners who hold a strong belief in their own abilities. They persevere at tasks they find difficult and show determination not to give up. For example, a younger child observes their friends scale to the top of the indoor climbing wall. Their attempts are rewarded as they negotiate their way carefully, balancing with attention and skill. They triumphantly ring the bell when they reach the top for the first time.

Children's behaviour is exemplary. They play cooperatively and respectfully, benefiting from the very strong attachments with the childminder, who is an exceptional role model. Children successfully manage their behaviour and resolve any disagreements. They learn about democracy from a young age as they vote on group activities. Children maturely talk about how they feel and develop an astute awareness of the feelings of their friends. They are emotionally secure and thrive in this enabling and supportive setting, where their uniqueness is recognised.

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

- The childminder delivers an ambitious and challenging curriculum. Children participate in practical and memorable learning opportunities that are well sequenced, broad and rich in knowledge. The childminder imaginatively reshapes her interactions to support children's learning, through logical, manageable steps. Children are given opportunities to consolidate what they know, test their ideas and apply their new knowledge with increasing success. They rapidly develop the skills they need for their future learning.
- The childminder encourages children's speech and language extremely well. She models language expertly and seamlessly introduces new vocabulary. Children demonstrate excellent early literacy skills as they confidently sound out the sounds letters make and independently start to write their names. Children become avid readers and benefit from story and rhyme times, showing a good

recall of popular stories.

- Children's social and emotional development are given the highest priority. The childminder places a very strong emphasis on promoting children's awareness of how to keep themselves safe and healthy through a range of purposeful activities and routines. For example, children take on the role of a dentist during an activity to promote good dental hygiene. They learn about foods that are good for their bodies and the importance of daily teeth brushing.
- The well-qualified childminder demonstrates an extremely high level of commitment and a clear vision for her provision. She is proactive in her approach to professional development. The childminder actively engages in training and professional reading to further develop her knowledge. For example, she has created a stimulating, accessible and motivating learning environment, indoors and outdoors, after reading about the importance of self-directed learning in the early years. Her reflective and open-minded approach to her own learning drives forward improvements that benefit children's learning precisely.
- The childminder demonstrates an unfaltering commitment to the promotion of equality. All children, regardless of their starting points, access a rich and demanding curriculum that is suited to their individual needs. The childminder astutely builds on children's understanding of diversity and difference, sensitively dispelling typical stereotypes. Children develop an appreciation of people and communities beyond their immediate experience, through positive role models and the inclusive activities they access. They are exceptionally well prepared for life in modern Britain.
- The childminder supports parents to extend children's learning and well-being exceptionally well at home. For example, she sends home resource packs as an extension of the learning that children have enjoyed in the day, so that parents can join in too. The childminder establishes close links with local settings and adopts a similar approach to her curriculum effectively. This assures a consistent and seamless transition for families in readiness for the next stage of a child's education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures an exceptional focus on safeguarding children. She keeps up to date with local and national safeguarding priorities and shows continued vigilance in keeping her knowledge up to date, through regular training. The childminder demonstrates a clear understanding of the referral process should she need to report a welfare concern about a child in her care. She demonstrates a continued commitment to helping children learn about keeping themselves safe, including online. Children show an excellent recall of the emergency evacuation procedures. They use implements, such as knives, with care and attention, showing expert attention to the safety rules.

Setting details

Unique reference number	2523399
Local authority	West Berkshire
Inspection number	10208161
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	2 to 3
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Newbury, West Berkshire. The childminder provides care Monday to Friday, between 7.30am and 5.30pm. She is open all year round, with the exception of holiday times. The childminder is registered to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Melissa Cox

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 showed the inspector around the areas of the home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector had discussions at relevant points during the inspection. The inspector spoke with the children and took account of their views.
- The inspector took account of parents' views from their written feedback.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of documentation, including training certificates and suitability checks for household members.

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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