

Childminder report

Inspection date: 25 January 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

Children are wonderfully content in the childminder's warm and welcoming home. The childminder and her co-childminder have worked extremely hard to create a highly impressive environment that allows children to flourish. The childminder and her co-childminder have an exceptionally nurturing nature, helping children to feel safe and secure in their care. Children form excellent attachments with the childminder and her co-childminder as well as other children who attend the setting. Children show excitement as they arrive at the setting and are very eager to join in with their friends' play. Children receive extremely supportive and welcoming settling sessions before they start. Children settle very quickly into the setting. The childminder is an excellent role model and children's behaviour is exceptionally good. Children receive continuous praise for their efforts and feel empowered to try new ideas, significantly enhancing their confidence and self-esteem.

Children develop a keen interest in early mathematics from a young age. The childminder skilfully incorporates the use of numbers into everyday conversation and play. For instance, children show concentration as they use mathematical resources to match numerals with quantity. They carefully count out their required number of cereal pieces, ready to make bird feeders, and then match these to the correct numeral. Children develop the small muscles in their hands and fingers as they thread their cereal onto pipe cleaners, in readiness for early writing.

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

- The childminder has established outstanding relationships with parents and carers. They are very complimentary about the childminder and comment on the excellent progress their children have made since starting at the setting. Parents describe the childminder and her co-childminder as 'passionate, dedicated, caring and creative'. The childminder and her co-childminder make excellent use of electronic communication to ensure information about each child's day is shared effectively with parents. Parents comment on the wide range of opportunities available to children that promote valuable life skills. For example, children have regular visits to the childminder's allotment, where they learn how to plant and grow different types of vegetables.
- The childminder creates unique experiences for the children to enjoy. Children develop a superb knowledge and understanding of their local community as they engage in daily walks. They talk in confidence about the various plants and animals they see. They also create artwork to represent different parts of the community, such as the local pond. The childminder and her co-childminder have also formed close links with a local care home. While the children cannot visit the care home due to the COVID-19 pandemic, they engage in different

creative projects which they send to the residents.

- The childminder and her co-childminder's highly effective monitoring and assessment skills enable all children, including those with special educational needs and/or disabilities, to make exceptional progress. They gather very relevant information about what children know and can do and have a clear understanding of what they want children to learn next. They use this information to carefully plan activities to meet children's individual needs. They work very closely with other professionals and agencies to ensure that children who need further support get the help they need.
- The childminder provides children with experiences to develop a love of animals. For example, children have opportunities to observe and care for the childminder's chickens, guinea pigs and tortoise. Consequently, this encourages children to develop high levels of empathy for living things.
- The childminder and her co-childminder work incredibly well together as a team, providing high-quality care and learning to children. They speak with great passion and enthusiasm about their ethos and vision for their provision and the way in which they teach the curriculum to children. The childminder and co-childminder involve children and parents to continually reflect on the service they provide, to ensure children's care and learning is continuous.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a very good knowledge of the signs and symptoms that may suggest a child is at risk of harm. She is extremely confident in her role to safeguard children. She works in partnership with her co-childminder to implement robust policies and procedures to ensure children's care and safety remain the highest priority. The childminder completes regular training to refresh her safeguarding knowledge and to include wider safeguarding issues. The childminder identifies risks in her home and takes action to minimise these. The childminder supports children to take appropriate risks and to be aware of how they can keep themselves safe. Supervision of children is highly effective at all times.

Setting details

Unique reference number	2546945
Local authority	Wiltshire
Inspection number	10215600
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Calne, Wiltshire and works with another childminder. She provides care Monday to Wednesday, 8am to 5.30pm and on Thursday from 8am to 4pm, term time only. The childminder has a level 6 qualification. She receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- This was the first routine inspection the setting has 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 her evaluation of the setting.
- The childminder and inspector completed a learning walk and a joint evaluation of an activity.
- The childminder explained to the inspector how she supports children's learning and well-being. The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector accompanied the childminder and the co-childminder on a walk with the children around the local community.
- The inspector held discussions with the childminder. She reviewed documentation relating to the suitability of the childminder, her co-childminder and household members.
- The inspector took account of the verbal and written views of parents shared on the day.

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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