

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 thrive in the exceptionally nurturing and highly stimulating environment. They select resources independently, inspiring them to make choices in their play and learning. Children form strong attachments with the childminder and her co-childminder, as well as other children. The childminder and her co-childminder's interactions with children are of the highest quality. This supports children's emotional well-being extremely effectively. The childminder is a superb role model for children. She demonstrates high levels of respect towards children and provides them with consistent guidance to promote positive behaviour. As a result, children's behaviour is excellent. Children learn the language to describe how they are feeling and learn how to effectively manage their emotions.

Due to the COVID-19 pandemic, parents are unable to enter the co-childminder's home. Nonetheless, the childminder and her co-childminder go beyond expectations to ensure they keep parents up to date with their child's daily progress and learning. During periods of closure, the childminder and her co-childminder created a wide variety of learning resources and activity packs for children to complete with their parents at home. They also carried out regular outdoor visits to each child and their family to promote continuity of care and well-being.

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

- The childminder inspires children's ideas and their creativity. For example, children are curious to use natural resources to build a nest for a bird's egg they discover. Children refer back to pictures and books to see what a nest looks like and what other materials they could use. The childminder expertly extends children's learning further by introducing new tools and materials. Children work together to decide what they need to keep the egg warm. The childminder skilfully supports children to explore their own thoughts and ideas during their play, enhancing their learning very effectively. Children develop extremely positive attitudes to learning.
- The childminder provides children with high quality interactions and teaching. She uses every opportunity to model language and extend children's learning to the highest level. For example, children are excited to observe different birds during their daily walk. The childminder encourages children to describe the birds as they look through their book to identify which bird they can see. Children confidently share their ideas with each other and show pride as they successfully identify the different birds.
- Partnerships with parents are exceptionally secure. The childminder gets to know children and their families very well from the start. Parents comment on the excellent progress their children have made since starting at the setting.

They state that the childminder and her co-childminder 'go above and beyond expectations' and that the setting 'is truly the best place for their child.'

- Children are motivated and eager to learn about the community in which they live in. During outings, they skilfully alert the childminder when it is safe to cross the road, demonstrating their excellent knowledge of road safety. They enjoy recalling their previous learning. For example, the children notice the pattern on a snail's shell and link it to back to their learning about artwork by Henry Matisse. They develop wonderful curiosity and interest in the world around them and show excellent understanding.
- The childminder and her co-childminder work incredibly well together as a team, providing high-quality care and learning to children. They have very high expectations for their own personal development as they demonstrate an inspiring approach to continually develop their service and skills. For example, they have been proactive in seeking specialist training to enable all children, including those with special educational needs and/or disabilities, to make exceptional progress.
- The childminder and her co-childminder talk passionately about the importance of understanding each child and ensuring the curriculum they provide enables all children to achieve the best possible outcomes. They show a remarkable commitment in working with other professionals and agencies to help children who may need further support. The childminder has worked with her co-childminder for many years, and they are very supportive of one another.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues. She can confidently identify the signs and symptoms which may indicate a child is at risk of harm, including signs that families might be exposed to radical or extreme views. The childminder is very clear about who to contact if she has concerns about a child's safety or welfare. She is fully aware of her safeguarding role and responsibilities and frequently attends training to update her knowledge to keep children safe and protected from harm. 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.

Setting details

Unique reference number	2547104
Local authority	Wiltshire
Inspection number	10215605
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	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 on Monday to Wednesday, 8am to 5.30pm, and on Thursday from 8am to 4pm, term time. The childminder has a level 6 qualification. The childminder 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 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 local 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022