

Childminder report

Inspection date: 8 July 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 extremely happy and flourish in the childminder's well-equipped and stimulating environment. They arrive highly motivated with a 'can-do' attitude and are very eager to join in. Children enter with excitement and immediately begin their interactions with their friends. They take turns and share with each other exceptionally well. Children support their friends to find their name disc and place it on the registration tree. The older children remind the younger ones to 'be careful' as they step up to reach, and they stand close by to support them. The newest children happily play alongside the others, demonstrating their feelings of security.

The childminder plans outstanding learning opportunities to support children's inquisitive minds. She sets realistic targets for children to reach their next steps. Children learn life skills, such as putting on their own shoes, during a variety of activities. Throughout the day, they have many opportunities to develop their independence. At snack time, children cut up their own fruit and pour their own drinks. They confidently help to set the table and, as they count, they know that they need one more plate. They remind each other of how to use the tools for cutting safely and praise their younger friends. Children independently apply sun cream and know which one belongs to who.

Children of all ages are confident communicators. This is due to the language-rich environment the childminder and her assistant provide. They skilfully extend children's vocabulary with new words during all activities. They allow children the time to respond, and they listen attentively to their discussions. For instance, children learn about different types of milk as they feed their baby dolls.

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

- Children of all ages demonstrate a deep love for books. They spend long periods looking at books and show excitement when it is story time. The childminder enthusiastically brings stories to life with her storytelling. She skilfully uses key words and pauses for the children to join in with familiar phrases. She takes every opportunity to build on children's knowledge. For instance, during 'Handa's Surprise' children learn new words such as 'passion fruit' and 'avocado'. The childminder expertly extends children's learning further by describing how the fruits taste and their textures.
- The childminder and her assistant have established outstanding personal care routines. They allow plenty of time to help the youngest children learn how to put on their clothes and wash their hands. This creates superb opportunities for children to be independent and achieve this themselves.
- During play and daily routines, the childminder expertly teaches children mathematical concepts. They learn words to describe items, such as words

associated with size and shape. For example, the childminder introduces the words 'heavy' and 'light' as children experiment with objects in water. When children cut their crackers at snack time, she asks them 'how many?' and what shape have they made? As children put their pieces back together, they independently say that it is a 'circle'. The childminder seamlessly introduces words such as 'semi-circle' as she moves the pieces apart. The childminder and her assistant also use songs to support younger children's early counting skills.

- The childminder works in partnership with settings that the children also attend or transition to. She regularly shares assessments of the children's current learning and next steps. She requests that the settings also share information to support the children's ongoing learning. This supports children to achieve the best possible outcomes and continuity of care.
- Partnership with parents is exemplary. The childminder keeps parents well informed and involved in their children's learning and achievements. Parents feel that their children have the best time ever and learn so much, such as making a magnifying glass. Parents know precisely what their children are learning. They receive detailed daily handovers and weekly overviews of their children's learning. They describe the childminder's provision as 'excellent', 'stimulating' and 'safe'. Parents value the childminder's expertise. Her knowledge has supported them with issues such as fussy eating and toilet training.
- The dedicated childminder is extremely reflective in her practice. She is highly focused on making improvements that benefit the children. Her passion for early years education and the impact it has on a child's life is exceptional. She accesses plenty of professional development opportunities and reads widely about early years development. She is a superb role model for her assistant. Regular supervisions and coaching sessions take place. This helps develop their knowledge and skills to the highest level. They consistently reflect on each other's practice during the day. This supports them to provide the highest care and learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have exceptional understanding and knowledge of safeguarding practice. They have outstanding awareness of the signs and symptoms that may indicate a child is at risk from harm, including child protection issues such as female genital mutilation and online safety. The childminder and her assistant complete regular training to keep their knowledge updated. They know when and who to report these concerns to. This includes the procedure to follow if there was an allegation made against the childminder or her assistant. They are extremely vigilant in their supervision of the children. The childminder completes rigorous safety checks to provide a safe environment for children.

Setting details

Unique reference number	2575411
Local authority	Somerset
Inspection number	10237086
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	8
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Frome. The childminder provides care for children from 8am until 6pm on Monday, Tuesday, Thursday and Friday, all year round. The childminder and her assistant have a level 3 qualification in early years education.

Information about this inspection

Inspector

Charlotte Adcock

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- A learning walk was carried out with the childminder to understand how they deliver the curriculum.
- The opinions and views of parents were considered during the inspection.
- A sample of documents were reviewed during the inspection, including suitability checks and first-aid certificates.

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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