

Childminder report

Inspection date: 1 March 2023

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

This exceptional childminder provides an environment where children flourish and thrive. The children enthusiastically attend the childminder's provision, displaying a positive attitude to learning. Through the nurturing care of both the childminder and her assistant, the children develop strong and affectionate relationships while feeling secure and relaxed under their care. Children confidently and autonomously move between different areas of learning based on their interests. The childminder's extensive collection of books inspires older children to develop a passion for reading as they eagerly search for books and invite her to read to them while sitting on the carpet. Younger children delight in learning how to operate small vehicles and cars, following the guidance of the assistant, and beam with pride when they succeed.

Children behave exceptionally well. They are kind and caring. During story time, older children show their care for the younger ones by embracing them while sitting together in a circle. Children receive superb support to develop their communication skills further, tailored to their individual abilities. They engage in meaningful back-and-forth conversations about their experiences. Through interactive group activities and storytelling, the childminder and her assistant frequently introduce new vocabulary to help broaden the children's communication skills. As a result, older children gain confidence in communication through active participation in discussions and learning to ask relevant questions, while younger children begin to absorb individual words and point to the relevant objects.

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

- The childminder has designed an ambitious and inclusive curriculum for all the children in her care, which is highly effective, particularly for those with special educational needs and/or disabilities (SEND). The childminder has an exceptional understanding of how children learn. She particularly understands how to build on children's knowledge and experiences. For instance, the childminder frequently asks thought-provoking questions that reinforce the children's understanding of past activities, helping them to recall what they have learned.
- Children have excellent independence and self-help skills. Older children demonstrate a strong sense of responsibility by helping during snack time, and they acquire safe cutting skills under the guidance of the childminder. They are also confident and independent in self-care, such as washing and drying their hands without support. Younger children tidy up their toys by following concise and clear instructions. This fosters confidence and readiness for the next stage of learning.
- The childminder, along with her assistant, helps young children to develop a strong sense of emotional literacy by teaching them to recognise and

communicate their feelings effectively. During circle time, the children feel empowered to share their emotions and thoughts, and they confidently express how they feel and why. The childminder and her assistant promote emotional intelligence and healthy development through a safe and supportive environment.

- The childminder and her assistant inspire children to make their own choices, such as selecting their snack for the day using visual cards. By encouraging children of all ages to choose their activities, they learn the valuable skill of decision-making and feel a sense of independence and control over their environment. This approach supports the children's self-esteem and encourages them to take ownership of their learning and development.
- The childminder and her assistant consistently incorporate mathematical language and concepts into their interactions with the children. For example, during playtime, they ask questions such as 'how many?' to encourage children to count and quantify objects, as well as encouraging comparisons, such as 'bigger than', to introduce basic concepts of measurement. This promotes mathematical concepts in a fun and engaging way and helps children to develop the skills they need for their future.
- The childminder encourages children to explore their environment through daily outings to points of interest such as nature reserves and theme parks. For instance, she organises activities that cater to children's interests, such as using binoculars to observe birds closely. These experiences help children to appreciate nature and gain a deeper understanding of the world.
- The childminder and her assistant work closely together to ensure that the needs of the children come first. They communicate regularly and support each other to continuously improve their practice. Parents are extremely satisfied with the care and education their children receive and appreciate the open and supportive communication they have with the childminder and her assistant. They say that the childminder would 'always go above and beyond to accommodate any child's needs', particularly those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent understanding of their role and responsibilities to keep children safe, and they are fully aware of safeguarding procedures. The childminder knows how to work effectively with relevant agencies to help to protect children's safety and welfare. She manages risks well and uses opportunities to help children to understand how to stay safe, for example as they cut fruit. The childminder and her assistant supervise children extremely well. They provide children with an extremely safe environment in which to play and develop.

Setting details

Unique reference number	2611563
Local authority	Bath and North East Somerset Council
Inspection number	10264519
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	1 to 3
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2020. She lives in Keynsham, Bath. She provides care Monday to Thursday, all year round, from 8am to 6pm. The childminder holds qualified teacher status. She works with an assistant Tuesday to Thursday. She receives funding for the provision of free early education for children aged three years.

Information about this inspection

Inspector
Stella Orfanidou

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 provider.
- The childminder spoke to the inspector about their 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 observed the interactions of the childminder and her assistant with the children.
- The inspector carried out a joint observation with the childminder of a group activity delivered by the assistant.
- Parents shared their views of the childminder with the inspector.
- The inspector talked to the assistant at appropriate times during the inspection and took account of his views.
- The childminder provided the inspector with a sample of key documentation on request.

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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