

Childminder report

Inspection date:

23 February 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this exceptionally welcoming and nurturing home. They settle extraordinarily quickly and form strong and trusting relationships with the childminder and her co-childminder. Children behave exceptionally well. The childminder is a first-class role model and treats children with great kindness and consideration. She helps children learn to build friendships with ease, and plans activities to help them master these social skills successfully. With the childminder's continual encouragement, children become highly independent and brim with confidence and self-esteem. When they master a new skill, they proudly tell the other children, who celebrate their achievement with them.

The childminder has high expectations for all children to achieve as well as possible. Children are absorbed in their play. For example, a baby threads wooden discs onto a pole, with total concentration. He looks up and beams as he succeeds, and the childminder warmly praises him. Children have excellent opportunities to revisit and consolidate their learning. For example, they pretend a tunnel is a caterpillar and then a cocoon, as they act out the narrative of a favourite story. Books are an important part of every day and children constantly use the words they have learned, such as 'cackling' like a witch. They become fluent talkers with impressive vocabularies. The childminder provides superb support for children's communication and language. She explains unfamiliar words and helps children link ideas.

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

- The experienced childminder has an exceptional understanding of how children learn and develop. She is an outstanding teacher and provides a wealth of rich and challenging experiences that support all areas of children's development. The childminder builds children's knowledge gradually and gives them time to practise and consolidate their learning before moving them on. This gives children a very secure base for their future learning.
- The childminder's total commitment towards the children was clear during the COVID-19 pandemic. She and her husband prioritised and supported children's emotional well-being. They regularly recorded and sent stories and songs to the children and delivered craft bags to their homes so they could enjoy activities with their parents. This helped to maintain strong relationships and ensured that children made a stress-free transition back into her care.
- The childminder grasps opportunities to build on children's interests and extend their learning. For example, children talked about watching the winter Olympics at home. They used a sheet to turn the childminder's room into a snowy slope. She helped the children make a cardboard bobsleigh, skis and snowboard, and then they joined in with the action as they watched the sports on a big screen.

Children learned about the countries taking part, developed great balancing, measuring and design skills, and added many new words to their already extensive vocabularies.

- Children enjoy daily activities that develop their physical strength and coordination. The childminder helps them to learn skills such as climbing and balancing. She checks that children feel safe and helps them to assess risks before supporting them to challenge themselves further. The childminder provides a host of activities to help children gain fine control of their hands, such as using tools in dough or building with varied materials. She understands that these skills form the foundations for when children later learn to write.
- Parents speak highly of the childminder and her co-childminder. They describe the setting as 'safe, happy, fun and focused on learning'. Parents appreciate the wealth of knowledge that the childminder shares with them to help them support their children's learning at home. This adds significantly to the rapid progress that children make.
- Children benefit from the extremely strong links the childminder forms with other providers and local schools. For example, she shares information with Reception staff at the schools that children will attend, to help ensure consistent support for children as they move on to school. She has formed two childminder support groups, where the childminders exchange ideas, learn together, and enable children to gain confidence and socialise in a larger group. The childminder is continually developing her practice. For example, she is redesigning her garden so that children can readily help with growing vegetables and learn more about healthy eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional knowledge of her role in keeping children safe. She routinely updates training which gives her a secure knowledge of the signs that a child may be at risk of harm. The childminder knows how to refer concerns about children's welfare. She also knows the procedure to follow should someone make an allegation about any adult living or working in her household. She informs herself about wider issues, such as how young children and their families might be affected by drug trafficking or exposed to extreme views. The childminder and her co-childminder supervise children closely. They are vigilant in checking their home and equipment to ensure they care for children in an extremely safe environment. For example, the childminder records children's current heights and weights to ensure she uses the right sized car seat for each child.

Setting details

Unique reference number	EY240387
Local authority	Wiltshire
Inspection number	10125519
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 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	1 October 2014

Information about this early years setting

The childminder registered in 2002 and lives in Calne, Wiltshire. She cares for children with her husband, who is also a registered childminder. The childminder operates from 7.30am until 6pm Monday to Friday, all year round. She provides funded early education for three- and four-year-old children. The childminder holds a level 5 early years foundation degree.

Information about this inspection

Inspector

Rachel Edwards

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's intentions for children's learning. They looked at all areas of the home accessed by the children and discussed how these are used.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder, her co-childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views in their written comments.

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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