

Childminder report

Inspection date:

5 April 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the childminder's warm and welcoming home and are incredibly well cared for. They start playing and learning as soon as they arrive. The childminder's calm and nurturing approach means children quickly learn the rules and boundaries. As a result, children demonstrate exemplary behaviour and develop a love of learning.

Children benefit greatly from the ambitious curriculum the childminder plans and delivers. The childminder's exemplary teaching means children have extremely well-developed social skills. They beam with joy as they rush to greet their friends at the door. They call to each other to, 'Come and play,' and hold hands to help one another balance and walk along the garden wall. Children consistently use an extensive range of vocabulary as they engage and interact with the childminder and with each other. They confidently communicate their thoughts and ideas and ask questions to extend their own knowledge. For instance, they ask the childminder, 'Can we measure ourselves,' and say, 'Look we're strimming your lawn for you,' as they make whirring sounds with upside-down toy lawnmowers. The childminder ensures all children learn from the highly motivating activities and resources she provides. For example, older children enjoy opportunities for solving problems as they play with the interesting range of construction toys the childminder provides. Younger children enthusiastically join in with carefully selected number songs. The childminder skilfully takes the opportunity through song time to build on their counting and number recognition. As a result, all children make excellent progress in their learning.

Children show joy and excitement as they confidently explore the wonderful outdoor learning opportunities the childminder provides. They deeply immerse themselves in a range of motivating and challenging activities that stimulate their imagination. For example, they pretend to refill the petrol tanks of their ride-on tractors and playfully make each other pretend cups of coffee using tools to dig and fill mugs with soil. Children are developing exceptional imaginative play and are learning how to express their creative ideas.

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

- The childminder has developed an ambitious curriculum full of 'awe and wonder'. She expertly uses her knowledge of children's development and interests to plan exciting and meaningful activities that build on what children can do and what they already know. For example, the childminder created a treasure hunt with written clues hidden around the village to specifically target children's listening skills and to give them opportunities to learn about how print carries meaning. Children used pens, paper and clipboards to practise their early writing skills as

they solved the clues with the childminder's help to find the hidden eggs. This exciting opportunity significantly supports children's literacy skills and gives them an exceptionally strong foundation for future learning.

- The childminder shows absolute commitment to working with children and their families. She forms wonderful relationships with parents. This helps the childminder gain a deep insight into children's lives and their interests at home. She skilfully uses this knowledge to plan and deliver outstanding learning experiences to help all children achieve success across all aspects of the curriculum. Parents speak extremely positively about the childminder. They talk about her being 'part of the family'. Parents speak highly of the safe and nurturing environment the childminder creates that helps children feel emotionally secure.
- The opportunities for children to learn outdoors are truly inspiring. The childminder uses her extensive garden as a wonderful learning environment to spark children's imagination. Children enthusiastically explore the willow dome, the mud kitchen and the woodland forest. They recite well-known phrases from books as they look for bears and climb and swing on low-hanging branches. Children successfully navigate spaces as they expertly ride balance bicycles across the grass. These amazing activities allow children to use their natural inquisitiveness and to take safe risks in their play. As a result, children demonstrate impressive physical skills for their age, such as stability, spatial awareness and coordination.
- The childminder is passionate and dedicated to her role. She continually strives to maintain and enhance the outstanding care and learning she offers. She is incredibly committed to her own professional development. The childminder attends weekly online training sessions to consolidate and enhance her extensive knowledge of child development and to keep up to date with developments in early education. She uses her training to provide incredibly high-quality teaching to the children she cares for. For example, she uses some recent training on early literacy to ensure she has an extensive selection of books for children to read.
- The childminder is an excellent role model. She sensitively and consistently praises children's positive behaviour and expertly encourages an atmosphere where everyone is valued and respected. As a result, children's behaviour is exemplary. Children demonstrate high levels of respect for the childminder. For instance, they remind her she needs to put on her coat to go outside. They say 'please' and 'thank you' without prompting and ask if they can leave the table when they have finished their lunch. Children wait their turn, understand how their actions can affect others, and show concern and compassion for each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge and understanding of how to keep children safe. She knows how to identify any potential signs that a child is at risk of

abuse or neglect and understands how to record any concerns and who to report them to. The childminder is very vigilant during children's play and teaches them how to stay safe as they play indoors and outside. For example, she reminds children to walk slowly and look out for slippery areas as they balance and walk along low walls in the garden. The childminder is thorough in her daily risk assessments of the garden. She follows robust procedures and policies when she takes children out in the village or on visits around the local area.

Setting details

Unique reference number	EY259227
Local authority	Devon
Inspection number	10280724
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	4
Date of previous inspection	7 August 2017

Information about this early years setting

The childminder registered in 2003. She lives in the rural hamlet of Craddock, Devon. The childminder holds a level 3 qualification in early years. She is in receipt of early education funding for children aged three and four years. The childminder cares for children from 7.45am to 5.30pm Monday, Tuesday and Thursday, and on Wednesday from 8.30am to 5.30pm.

Information about this inspection

Inspector
Mikaela Jauncey

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 and inspector completed a learning walk and talked about how the childminder's curriculum is planned and implemented and how she monitors children's progress.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector spoke to parents and received written feedback about the childminder's provision.
- The inspector reviewed a sample of documentation, including the childminder's record of training and information she shares with parents when children start at her setting.

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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