

Childminder report

Inspection date	30 January 2019
Previous inspection date	17 September 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder has very high expectations of the young children and what they can achieve. She quickly identifies where children need extra support, plans meticulously for their development and any gaps in learning close quickly. She continually challenges and extends the most able children, so they continue to have a thirst for learning and make excellent progress in their development.
- Partnerships with parents are highly successful in providing consistent support for children's developmental needs. The childminder engages all parents quickly so they can work together to help children catch up in any areas they are not reaching typical levels of development. For example, she is confident to suggest alternative ways of helping children cope with change and offers extremely useful suggestions so they can work together to best promote children's emotional well-being.
- Children's behaviour is exemplary. Young children show kindness and consideration for their friends. For example, they comfort younger children when they are upset. Children show respect for others and their environment. They know the boundaries and expectations.
- The childminder is highly committed to constantly improving outcomes for children. She continually reflects on her practice and identifies areas for improvement. For example, she has introduced singing sessions with a specialist and this has had a huge impact on developing children's self-confidence and self-esteem.
- The childminder is extremely skilled in promoting children's communication and language and they reach better than expected levels of development. She seeks their views and ideas, and young children actively and confidently contribute to discussions. The youngest children communicate their needs using hand signs.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance outdoor learning opportunities even further, particularly for those children who flourish outdoors.

Inspection activities

- The inspector observed the childminder's interactions with the children and the impact on children's learning and development.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector sampled some documentation, including certificates, children's records, case studies and policies.
- The inspector read written feedback from parents and took account of their views.

Inspector

Charlotte Jenkin

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder is continually seeking new ideas and regularly attends training as part of her professional development. She assesses the impact of any new ways of working on outcomes for children. For example, recent training about supporting children with special educational needs has helped her focus precisely on what she wants to achieve with all the children. She identifies strategies that are successful in raising outcomes to the highest level. The childminder has identified the need to enhance outdoor learning for the children, such as by gaining more knowledge of the forest-school approach. Safeguarding is effective. The childminder keeps up to date with wider safeguarding children guidance and legislation. She is fully aware of child protection issues and local procedures to fully promote children's welfare.

Quality of teaching, learning and assessment is outstanding

The childminder checks children's progress regularly and plans in detail for what they need to learn next through a wide range of experiences. The childminder is extremely skilful in encouraging children to take turns in conversations. When reading favourite stories, she encourages young children to predict what may happen next, to recall story lines and link them to past experiences. For example, when talking about a snake, children remembered they visited 'zoo lab' and held a snake around their neck. They talked about how the snake felt 'smooth' and compared it to the 'rough' lizard. The childminder supports young children's literacy skills effectively to extend their excellent development. She introduces stories with fewer pictures to develop their understanding of story structures, such as by reading 'The Enchanted Wood' with them.

Personal development, behaviour and welfare are outstanding

Children show they have very strong attachments with the childminder and their friends. The childminder quickly picks up on children's emotions and offers them physical and emotional support, so they quickly learn to manage their feelings. Young children have a wide range of interesting opportunities to learn about and develop respect for others. For example, they confidently explained that a child needs a hearing aid to help them hear properly. Children learn about the importance of healthy lifestyles. They thoroughly enjoy trips out in the local environment and physical activity. Children take home activities to complete with their parents, such as learning about portion size and combining food groups to promote a balanced diet.

Outcomes for children are outstanding

All children, even the youngest, are extremely eager to learn and concentrate for long periods in their activities. They develop a real love of books and join in saying rhyming words. Young children use their imaginations extremely well, such as when they pack their bags and plan their pretend journey together. They take turns in conversations, listen to others' views and are extremely sociable. They develop the firm foundations they need for the next stage in their learning, including school.

Setting details

Unique reference number	EY272472
Local authority	Wiltshire
Inspection number	10066833
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 September 2015

The childminder registered in 2003 and lives in Devizes, Wiltshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

