

Childminder report

Inspection date:

6 February 2020

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 are highly confident and enjoy the company of others. Younger children explore resources independently and begin to join in play with their friends. Older children talk freely about their home and community. For instance, they discuss with the childminder about when they visited a mosque and a synagogue. They learn about the Quran and listen to transcripts. The childminder brings back novel resources from different countries for children to explore. For example, children wear wooden clogs from Amsterdam and play with unique Maori dolls from New Zealand. Children learn about the diverse range of people, such as those who are unable to see. They use Braille cards to help them understand how blind people read and write. Children have strong opportunities to explore their local area. They visit the nearby care home and spend time with elderly residents. They take picnics on the beach and learn how to train a puppy.

Children behave exceptionally well. They follow rules and boundaries very well, helping to keep themselves safe. Children are caring and considerate towards others. They share and take turns consistently. They have the utmost respect for each other and the environment. The childminder has high expectations for all children, and they flourish in this nurturing provision.

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

- Children's language skills are fluent. Older children impressively sing popular songs which date back to the 1970s. Younger children move to music they enjoy. They copy familiar expressions and repeated words in songs.
- The childminder has attended various training courses to enhance her professional development. She uses this to benefit children. For example, she uses effective strategies to help children express and manage their feelings. The childminder encourages children to learn about science. She provides activities she has researched to help children explore this, such as making bubbles.
- Children learn extensively about nature and life cycles. They read stories about caterpillars and nurture real ones before releasing them into the garden. Children talk about how butterfly wings are symmetrical and make their own pictures. The childminder extends this by encouraging children to make their own caterpillars. Younger children make one by matching colours and dots. Older children recognise numbers and place them in numerical order to form theirs. Children enthusiastically pretend to be caterpillars. For instance, younger children wriggle their index finger. Older ones impressively move their whole body in a wave.
- The childminder reflects exceptionally well on her practice. Since her last inspection, she has relocated the children's playroom downstairs. This has enabled children to access the garden area independently. She has built a

climbing frame for children to extend their already strong physical skills. In addition, she has created a separate play space specifically for them.

- Children have their care needs met very well. The childminder encourages children to use antibacterial gel, particularly if they sneeze or cough. They wash their hands frequently to prevent any infection. The childminder supports children who have strong food preferences. She encourages them to try new and healthy foods to ensure they have a balanced diet.
- The childminder has formed highly effective partnerships with parents and other professionals. She plans excellent activities with other childminders to benefit children's learning. For instance, she uses others' knowledge to build on children's strong mathematical and literacy skills. Parents state the childminder provides a 'whole family unit' for children and is 'skilled and dedicated'. They frequently provide the childminder with photographs of what children are learning at home. This helps the childminder to build on what children already know and can do.
- Children adore the childminder and they consistently approach her for warm cuddles. The childminder is positive at all times and encourages children and parents alike to contribute to the 'celebration tree'. Children take pride in their achievements and develop a strong self-esteem. Their emotional well-being is high.

Safeguarding

The arrangements for safeguarding are effective.

The childminder teaches children about first aid and discusses why this is important. She shows them how to use bandages and how to avoid accidents to help keep themselves and others safe. The childminder uses a video monitor to ensure children's welfare at all times. She has attended child protection training and she ensures her safeguarding knowledge is up to date. The childminder understands her role and responsibilities in protecting children from harm. She is confident in identifying when a child may be at risk and the relevant procedures to take.

Setting details

Unique reference number	EY318842
Local authority	Plymouth
Inspection number	10125599
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	26 February 2016

Information about this early years setting

The childminder registered in 2005 and lives in Hooe, Plymouth. The childminder operates Monday to Friday from 7.30am to 6pm, all year round. The childminder offers free early education funding for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The inspector carried out a joint observation with the childminder and discussed the quality of teaching.
- Children were observed engaging in a range of activities with the childminder.
- The childminder gave the inspector a learning walk and talked about the activities she provides for children.
- Various documentation was looked at, including the childminder's safeguarding policy, her suitability and the planning of activities.
- The inspector read written letters from parents to gain their views of the childminder and her provision.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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