

Childminder report

Inspection date: 3 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 have a great deal of fun in the stimulating care of the childminder and her assistant. She makes them feel very welcome and part of her family. She gives each child a great deal of individual attention, so they feel valued and secure. The interesting resources fire children's imaginations. For example, they use wooden pieces to create an imaginary world for model figures. Children's days are filled with rich experiences, thoughtfully planned activities and exciting outings, such as a train ride or exploring a stately home and gardens. The childminder makes the most of every learning opportunity to skilfully extend activities and encourage children to think more deeply. Children are utterly absorbed in their play and make rapid progress.

Children relish doing things for themselves, exploring and making their own discoveries, such as experimenting with looking down different ends of binoculars. The childminder encourages and praises their efforts. Rather than telling them 'no', the childminder helps children to recognise why an activity may be unsafe, so they learn very well how to manage risks when, for example, using knives or jumping from a height. Children behave impeccably. They demonstrate excellent social skills. They are polite, kind and helpful. The childminder helps them to recognise different emotions and they understand it is fine to feel sad or angry sometimes. She teaches them strategies to cope, such as talking about why they feel that way and what would make them feel better.

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

- The childminder places high importance on her own professional development. She attends training and receives visits from early years advisers to help to develop her skills and knowledge. She gains higher qualifications that give her a deeper understanding of how children learn and develop. She regularly meets with other childminders to share ideas and good practice.
- The childminder has a thorough understanding of the skills and knowledge that children need to succeed in their future learning and the order in which to teach them. She monitors children's progress accurately and plans precisely so that children make impressive progress in relation to their starting points.
- The childminder makes excellent use of everyday routines for children to practise and extend their mathematical knowledge. For example, she says, 'You had one banana, how many pieces have you cut it into?' Then she says, 'You've eaten a piece, do you still have seven?' Children continue to eat and count accurately until they delightedly announce, 'I have zero left.'
- Children make exceptional progress with their speech development. They enjoy many rich experiences which introduce a wealth of new and challenging words, such as 'snout' and 'trellis', which they bring into their play. The childminder

stresses initial sounds in words as she chats with children. Older children begin to break down and build up the sounds in words. This provides an excellent foundation for early reading.

- The childminder very skilfully encourages children to think deeply. For example, as children hunt for a lost object, the childminder encourages them to think about when they last saw it and who was using it. She encourages them to look left and right, under and on the sofa. She takes excellent advantage of every learning opportunity.
- The childminder supports children exceptionally well to independently manage their own personal needs. Children are extraordinarily confident and independent learners. They are confident to ask for help and highly resilient if they do not initially succeed. They play cooperatively, welcome others to join them and know how to make friends. The childminder prepares children exceptionally well for starting school.
- The childminder works in excellent partnership with parents and carers. She keeps them extremely well informed about their children's progress and offers useful advice to help them to support their children's learning at home, such as interesting ways to introduce mark making. Parents speak extremely highly of the childminder and her assistant. They say, 'Since starting, my child's confidence has grown immensely.' Another commented on how the childminder and her assistant help her child to feel secure when she must work away from home.
- Children recognise the benefits of working together and they enjoy being part of a community. They very enthusiastically help with daily tasks, such as cleaning tables, sweeping the floor and feeding the rabbit. They clear away after meals and sort wrappers into the correct recycling boxes. The childminder provides children with many rich experiences that help them to learn about people and communities beyond their own. For example, they visit the cathedral and art centre, and celebrate festivals from different cultures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities in keeping children safe. She has a very secure knowledge of child protection matters, including the broader areas, such as online safety. She can confidently identify the signs that a child may be at risk of harm and knows what to do and who to contact if she has concerns. She and her assistant attend regular training, so that they have up-to-date information. She and her assistant build excellent trusting relationships with children, so that children are confident to talk to them about any worries they have.

Setting details

Unique reference number	EY337896
Local authority	Wiltshire
Inspection number	10125609
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	27 March 2015

Information about this early years setting

The childminder registered in 2006 and lives in Amesbury, Wiltshire. She operates all year round from 7.30am until 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Rachel Edwards

Inspection activities

- The inspector spoke with the childminder and the children and observed their interactions. The inspector observed and discussed a planned activity with the childminder to assess the quality of teaching.
- The inspector took account of the views of parents through written testimonials.
- The inspector checked the suitability documentation for both the childminder and her assistant, along with qualifications and training certificates.
- The inspector tracked children's progress, and sampled learning and development records.
- The inspector viewed the areas of the house and garden that are used for childminding.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020