

Childminder report

Inspection date: 12 February 2020

Overall effectiveness	Outstanding
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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 thrive and make exceptional progress. They choose freely from a wide range of interesting resources and activities, as well as exciting outdoor experiences such as attending forest school. Children are deeply engaged in activities and develop the ability to problem-solve and manage their own feelings and behaviours when negotiating with other children. Children are very happy, secure and confident and develop excellent social skills. For example, they proudly show their photographs and talk about their learning experiences with the visitor. Children show high levels of confidence and have a very positive sense of themselves.

Children develop very good creative skills through exciting art and craft activities. They use their imagination extremely well, frequently dressing up, dancing, singing songs and acting out their favourite films. Children always demonstrate exemplary manners and behaviour. For example, they count the marbles to make sure that each has enough to test out their marble runs. Children develop some key skills for their next stage in learning, for example using tongs to put objects in trays in order to strengthen their hand muscles for early writing. They develop high levels of independence as they persevere with fastening their own shoes. The childminder has high expectations of the children and gives them plenty of time and patience so that they can develop confidence in themselves and their own abilities.

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

- The childminder has formed highly positive partnerships with parents. Parents speak extremely highly of the communication they receive about their children's learning and are fully involved in supporting their next steps at home. Parents appreciate how their views are valued, and the childminder implements their ideas into her planning. They work extremely collaboratively to support children's well-being, learning and development.
- The childminder shows an exceptional knowledge of how to promote children's learning and development. She skilfully weaves learning into every opportunity and routine. For example, when children tidy up, she encourages them to compare which toys are 'heavier'. At snack time when children make snowmen with their fruit, they talk about size and the quantities they need for the different body parts.
- The childminder has highly effective systems for reflecting on her practice and makes ongoing improvements to benefit the children. For example, she takes children to a field where they can climb trees and make dens. Children have plenty of outdoor physical activity and learn how to take managed risks in a safe environment.
- Children particularly excel in their communication and language development.

For example, when children talk about the 'gloop melting', the childminder introduces alternative words such as 'dripping', and when they say it is 'hard to mix' she says it is 'stiff'. The childminder works very closely in partnership with other professionals connected to children's development, to offer children consistent support. Children whose language is not reaching expected levels of development make outstanding progress over a short period and any gaps in development have quickly closed.

- The childminder enables children to develop high levels of curiosity and offers constant support for them to solve problems. For example, she questions children skilfully as they build complicated marble run designs to test and see if the marbles will run through.
- The childminder is highly skilled and sensitive in helping children form strong and secure relationships. Children demonstrate that they have strong attachments with her. For example, when they hurt themselves, they quickly go to her for comfort and reassurance. Parents report their children 'love' going to the childminder and they know their children are 'safe and happy'.
- The childminder works very closely with schools and nurseries in the area to ensure that children's moves to school and nursery are positive. For example, she provides detailed information about children's next steps to adults at other settings attended by children, to provide exceptional continuity in children's learning.
- The childminder works closely with schools and nurseries in the area and provides detailed information to ensure that transitions to school and nursery are positive and effective. Children have made exceptional progress and exceed age-related expectations with strong collaboration from parents and families.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is central to the work of the childminder and she has a high level of understanding of her role in keeping children safe. She ensures risks are assessed regularly and meticulously in the home and when accessing other groups and resources in the community. The childminder has a clear understanding of how to identify signs that may concern her about a child's well-being and the correct process to follow to keep children safe. Children's experiences are enhanced through access to forest school and the outdoors, which is very carefully monitored and assessed for their safety.

Setting details

Unique reference number	EY343519
Local authority	Gloucestershire
Inspection number	10125618
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	4
Number of children on roll	14
Date of previous inspection	18 November 2015

Information about this early years setting

The childminder registered in 2006 and lives in Bishops Cleeve, Gloucestershire. She operates Monday to Thursday from 7.30am to 5.30pm, during term time only. The childminder holds a relevant qualification at level 3. She is in receipt of funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Nicola Blatchly-Lewis

Inspection activities

- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- Children's assessment, observation and planning information was seen and discussed.
- The inspector read parents' testimonials to gather their views about the service and their children's progress.
- The childminder and the inspector discussed children's progress and expected levels of development.
- Disclosure and Barring Service records for the childminder and family members were seen, along with qualifications and first-aid training.

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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