

Childminder report

Inspection date: 4 October 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children receive exemplary support with their education. The childminder skilfully embeds all seven areas of learning into everyday activities. Children thrive from her provision of expertly sculpted experiences that consistently build their knowledge and skills over time. For example, children help to prepare their own lunch. Young children quickly advance from using their knowledge of number to find page numbers in recipe books, numbers on jugs and weighing scales, to beginning to understand more complex mathematical concepts, such as making weight predictions and cutting vegetables to make different quantities. Children make phenomenal progress in all areas of their learning.

The inspirational childminder has developed a highly ambitious, well-sequenced and broad curriculum. She has a meticulous knowledge of each child and uses this to capture their interests. She continuously assesses children's development to extend their learning at every opportunity. Children's behaviour is remarkable for their age. The childminder is patient, caring and provides a calm environment which facilitates her expert teaching. Children are nurtured to have ago and be curious. Their imagination is fostered, and they are encouraged to experiment and test out their ideas. This has a valuable impact on children's confidence, self-esteem, and attitude to learning. Children have an exceptional foundation to build on when they start school.

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

- The childminder uses her excellent understanding of how children learn language to support their acquisition of a wide vocabulary. Young children confidently use words such as 'ingredients' and 'marinate' as they discuss their plans for preparing lunch. The childminder's support for children's development of their home languages alongside English is commendable. She incorporates important words from these into her everyday vocabulary. As a result, children learn an extensive range of words.
- The childminder endeavours to know children's families and their home lives. She celebrates each child as an individual and embraces their cultural traditions. The childminder builds and maintains strong relationships with parents. She shares information with them daily about their children's learning to ensure the extension of learning at home. These partnerships provide an effortless consistency of care for children.
- The childminder is extremely experienced at supporting children to manage and understand their emotions, and develop their independence. She provides children with clear explanations as to why they need to do things. As a result, children confidently express their needs and emotions. They are kind, respectful, and show high levels of self-care skills and independence.

- The childminder gains children's focus to hold meaningful conversations with them. She recognises when to intervene to support children's learning and when to step back and allow them time to do things themselves. The childminder uses thoughtful interactions and questioning to inspire children's thinking and problem-solving skills. As a result, children demonstrate excellent listening skills, embrace challenge, and enjoy answering questions.
- The childminder places extremely high importance on children's engagement with nature to elevate their development. They visit beaches, farms, parks, and woodlands. Children excitedly show the inspector around the childminder's garden and share how they enjoy collecting ingredients in the woods to use in their mud kitchen. The impact of this is clearly evident in the children's passion for the outdoors and enthusiasm for their play.
- Children develop a strong understanding of how to keep themselves safe. The childminder points out hazards to children. For example, while exploring the garden she talks to the children about how to spot stinging nettles by the shape of their leaves. While preparing lunch children demonstrate they have learnt about the risk of using knives as they identify which end of the knife is safe to hold.
- The childminder's dedication to continuous improvement is exemplary. She uses her continual training and reflections to set targets and challenge herself to provide children with the best possible learning experiences. The childminder uses her links with other professionals to gain further ideas to support their learning. This helps her to continuously improve her setting and positively influences the education she offers children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY349028
Local authority	North Somerset
Inspection number	10363898
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 11
Total number of places	5
Number of children on roll	11
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2007. She lives in Portishead, North Somerset. The childminder offers care from 8.30am to 6pm Tuesday, Wednesday, Thursday and Friday, all year round. The childminder holds an early years qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Catherine Parker-Johns

Inspection activities

- The childminder showed the inspector all areas of their premises used for childminding and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed an observation, how the curriculum is implemented and the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

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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