

Childminder report

Inspection date: 15 January 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 exude confidence and demonstrate high levels of self-belief. They demonstrate these when they attempt to solve problems with huge conviction, stating that, 'I'm really good at fixing things'. The childminder forms exceptionally strong relationships with children. New children quickly gain confidence. Babies soon want to do what the older children do and rapidly start moving independently. Older children demonstrate excellent social skills. They make sure every child is fully included in their experiences. For example, they comment on how babies have not chosen songs to sing and thoughtfully make choices for them. Children display an immense joy for learning, and they cheer when the childminder introduces activities. The childminder delivers stories in a wonderfully compelling manner. Children become mesmerised. They comment confidently on the story and eloquently voice their opinions about what will happen next. The childminder strongly values every child's views. The childminder understands precisely the progress children make. She makes incisive plans about how to extend their learning to ensure they achieve their full potential. She plans activities that children adore and intervenes expertly in these to help children meet the ambitious aims she has for them. For example, toddlers learn how to link their words to make sentences as they eagerly join in stories. Older children look at the text on the page, and notice and count words that are repeated in close succession.

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

- The childminder installs in children exceedingly high levels of independence. Children and babies choose resources and engross themselves in play without support. They pay extremely high regard to ensuring their own health. For instance, toddlers manage their own personal hygiene confidently.
- The childminder demonstrates remarkable skill in supporting children in the development of speech and communication skills. She consistently promotes deep conversation about children's learning that all children join in with. For example, when working out how to flatten play dough as they make gingerbread men shapes, all children contribute ideas about how they can achieve this. The childminder repeats back every idea, adds new vocabulary and models clearly the correct pronunciation. Children become extremely vocal learners who willingly share their thoughts as they explore and engage in play.
- Children show a huge desire to learn. They focus with great intent when tackling challenges they have set themselves. For example, they decide to make 'the biggest play dough worm ever' and spend prolonged periods of time joining smaller pieces together. The childminder uses her exemplary teaching skills to enhance their learning and encourages children to use mathematical skills including estimating, counting and ordering numbers.
- The childminder has an extensive understanding of each child, their families and

their life experiences so far. She uses this information with excellent effect to ensure children benefit from a wide range of experiences and develop a thorough knowledge of the world around them. For instance, in response to many families shopping online, she takes children to the supermarket where they use shopping lists and handle money.

- Parents know precisely how they can support their children's learning. They demonstrate a great enthusiasm for sharing the achievements children make when with them. As a result, the childminder develops an astute understanding of children's overall progress and interests. The childminder worked exceptionally closely with parents to establish assessment systems that parents fully understand. This has resulted in a highly effective system that parents praise highly.
- The childminder continues to evolve her practice and to greatly widen the opportunities for children. She uses her extremely high-quality observations of how children play and learn to enable her to adapt the learning environment to better meet their needs. For instance, in reaction to children showing a passion for den building, she is creating a specific area in her garden for them to develop this further. The childminder demonstrates a strong commitment to her own learning. She continues to develop new knowledge and skills to help her extend the opportunities for children even further.
- Children behave impeccably. They interact with one another emphatically and politely. For example, they praise each other's achievements as they play, commenting on how great their friends' play dough creations are. Children collaborate together with ease as they plan games to play and act out stories that arise from their active imaginations together. The childminder supports them to develop exceptionally positive values.
- The childminder is highly successful in working with families to widen children's diets and to encourage positive attitudes towards nutritious foods. Children eagerly taste new fruits and proudly exclaim that they like them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an incredibly strong understanding of the signs that may indicate a child's welfare is at risk. She carries out extensive research and additional training to ensure she knows precisely how to protect the children in her care. The childminder demonstrates her immense integrity by sharing her understanding with her childminding peers, to ensure that they too share this knowledge. The childminder greatly empowers children to learn how to stay safe. For example, she engages them in carefully pitched discussions that help them to understand the difference between surprises that make you happy and secrets that may not.

Setting details

Unique reference number	EY421178
Local authority	East Sussex
Inspection number	10136639
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 April 2016

Information about this early years setting

The childminder registered in 2011 and lives in Crowborough, East Sussex. She operates Monday to Thursday, from 7.30am to 6.30pm, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Kerry Lynn

Inspection activities

- The childminder discussed with the inspector her aims and how she organises her practice to achieve these.
- Parents shared their thoughts with the inspector through written references.
- The inspector observed and chatted to children throughout the inspection. She discussed with the childminder the progress the children have made and her plans for their continued progress.
- The inspector checked that statutory documentation is in place.
- The childminder shared her evaluations of her practice during an observed activity with the inspector, and discussed her assessments on children's learning from the same activity.

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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