

Childminder report

Inspection date: 15 January 2025

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 make rapid progress across the curriculum in the care of this exceptional childminder. The childminder quickly establishes very strong relationships with children and their families. For instance, she provides a bespoke settling-in process to ensure she knows children incredibly well before they start. Parents appreciate the home-from-home, highly-nurturing service she provides.

The childminder focuses her curriculum highly effectively on children's emotional well-being and development. Children very confidently express their needs and learn how to recognise and regulate their emotions from a young age. Children are incredibly kind and caring. They search for other children's favourite toys on their behalf and happily exclaim, 'I love it when I am with my friends.' The childminder supports children to recognise the needs of others. For example, she encourages them to use signing to communicate with children who are hearing impaired. The childminder skilfully introduces new signs to children, for example through the use of exceptionally well-chosen books. Children are highly enthusiastic learners. They relish the opportunity to take part in new experiences and listen with great attention to the childminder and each other. The childminder meticulously plans activities to enable children to access a wide range of new skills and knowledge. She encourages children to take an active part in shaping the curriculum through gathering their ideas for themes and experiences. For instance, older children plan exciting physical development activities linked to a circus skills theme. Children's talents and interests are very well supported and encouraged by the childminder.

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

- The childminder's interactions with children are of a consistently very high quality. The childminder uses questioning particularly well to develop children's problem-solving skills. Children are highly focused and engaged in their learning. They demonstrate excellent reasoning skills for their ages and are very well supported by the childminder to extend their understanding in a range of situations. They thrive as they take part in creative play and become deeply immersed for extended periods.
- Children with special educational needs and/or disabilities (SEND) are exceptionally well supported. The childminder diligently works very closely with a large variety of other professionals, including those who visit the setting to provide support for children with specific needs. She skilfully adjusts her practice to meet the needs of children and frequently takes part in highly effective training. For instance, the childminder uses her in-depth knowledge of the children to adapt resources to suit their needs more accurately, enabling them to make rapid progress.
- Children's communication skills are exceptionally good. The childminder

frequently introduces new words to children and clearly explains their meaning. Children listen intently to her explanations and demonstrate their understanding by immediately including these new words in their play. For example, the childminder encourages pre-school-age children to incorporate the word 'hovercraft' in their imaginative play, clearly explaining it as having 'a fan which makes it skim across the water'. The childminder consistently allows children time to process their responses to others, allowing them to thoughtfully articulate their ideas. Children reply with incredibly detailed answers for their ages.

- Children demonstrate very high levels of confidence and perseverance. Babies focus intently as they fit pieces into an inset puzzle independently. The childminder uses gentle encouragement to support them to persevere where necessary. Children show excellent skills across the curriculum as part of established daily routines. Babies demonstrate their increasing independence, including carefully selecting books to look at and then replacing them in the story basket. Children show great enthusiasm for helping to tidy up and are extremely proud of their achievements.
- The childminder conscientiously plans a rich set of experiences that support children to learn about other ways of life. She supports children to immerse themselves in topics through carefully planned trips to the local area. For instance, she helps children to learn about the importance of looking after the environment in nearby parkland as part of a bird-watching theme. Children demonstrate an exceptionally high level of curiosity of the world around them and learning about communities beyond their own, such as finding out about life in the polar regions.
- The childminder is very proactive in sharing her detailed knowledge of child development with others. For instance, she suggests how to incorporate British Sign Language, to support children who are hearing impaired, to the local toddler group leaders. She is enthusiastic about supporting new childminders in how to develop their practice and makes very strong links with the other settings children in her care attend, including local primary schools.

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	EY468095
Local authority	Devon
Inspection number	10368312
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	0 to 10
Total number of places	3
Number of children on roll	10
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2013 and lives in Tiverton, Devon. She operates from 8am to 6pm, Monday to Thursday, all year round, except for family holidays. She holds an appropriate childcare qualification at level 3. The childminder provides funded early years education.

Information about this inspection

Inspector

Leanne Edge

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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