

Childminder report

Inspection date:

28 September 2022

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 arrive happy and settle very quickly in the extremely welcoming setting. They express their love for the childminder. Children show that they feel safe and secure through the nurturing relationships they have formed with her. Children's behaviour is exemplary. They are kind and caring to each other. They explore a wide range of activities on offer, which prepares them well for their future success.

The childminder has very high expectations for every child. She plans exceptional opportunities for them to gain a deep understanding of the world around them. Children take part in a nature walk to look for signs of autumn. They discover a conker that has fallen from a tree. The childminder's excellent interactions captivate children's fascination and interest. Children eagerly watch as the childminder eases the conker from its outer shell. She uses descriptive language, such as 'spiky', as she explains how the shell protects the conker inside. These rich and meaningful conversations build on children's vocabulary and understanding.

The childminder cleverly uses opportunities that arise during daily activities to question children on their prior learning experiences. At snack time, children help to prepare snack by peeling the skin of a banana. The childminder talks about how the banana skin protects the banana and how this is like the shell of the conker. Children say how the banana skin is 'smooth'. These discussions offer children exceptional opportunities to consistently strengthen their language and communication.

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

- The childminder has a very ambitious curriculum. She plans activities that precisely focus on each child's individual next steps. For example, children develop their physical skills as they explore coloured rice in the tray. They quickly become deeply engaged in the activity. They show high levels of concentration for their age. Children scoop and pour rice into pots and pans, which helps to develop their hand muscles. Children use funnels and tools to fill a variety of different cups. These challenging, stimulating activities mean that all children make excellent progress.
- Children have excellent opportunities to develop their mathematical skills. They eagerly count and sort different-coloured cubes into trays. Children investigate what shapes they can make as they arrange the cubes. The childminder captures children's achievements through 'wow' moments as they make circles. The childminder shares these 'wow' moments with parents. Children show a real sense of pride in their achievements. This strongly supports children's self-esteem. Children are developing a positive attitude to learning.
- Children develop their early literacy skills very well. They enthusiastically show

the inspector which stories are their favourites from a selection of books on offer. Children immensely enjoy singing songs. They laugh and giggle as they recite familiar rhymes. Children have excellent opportunities to further their skills through the well-resourced environment. Children excitedly make marks on the easel outside. They use different-coloured pencils to draw autumn leaves. This supports children to develop their early mark-making skills.

- The childminder promotes children's growing independence exceptionally well. For example, when children have finished playing with flour in the tray, they independently take off their own aprons and hang them up. The children are eager to help the childminder to sweep up the flour that has been spilt on the floor. Children use their own initiative as they look in the 'tools' box to identify what tools they need. They select dustpans and brushes to use as they carefully sweep up all the flour. The childminder praises the children, and they beam with smiles. Children are developing a sense of responsibility which promotes their self-confidence effectively.
- The childminder supports children's health and well-being extremely well. Children use the toilet independently. They sing a handwashing song to ensure that they have washed their hands thoroughly. The childminder and children have discussions about healthy food choices. Children choose and cut their own fruit to eat.
- The childminder has a strong knowledge of child development. She regularly reflects on her practice to ensure that children receive the highest quality of care. Parents speak exceptionally highly of the childminder. They say that children thrive from the experiences she plans. Children enjoy daily trips to the museum, zoo, woods and aquarium. Parents express how the childminder is warm and kind. She tailors her approach and challenges children's learning exceptionally well. Parents say that they receive detailed daily activity sheets about their child's care, learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge and understanding of safeguarding. She regularly completes training to ensure that she continues to recognise the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the policies and procedures to follow should she have concerns about a child's welfare. Children have rich opportunities to learn how to keep themselves safe. On outings, children learn about road safety. They learn to stop, look and listen for cars before crossing a road. The childminder carries out rigorous daily risk assessments on her home and for outings. This helps to reduce and minimise any potential hazards and keeps children safe in her care.

Setting details

Unique reference number	EY471350
Local authority	Devon
Inspection number	10236288
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 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2014 and lives in Cranbrook, near Exeter, Devon. She operates all year round from 8.30am to 5.30pm, Monday to Thursday. The childminder holds an early years qualification at level 2. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Hannah Williamson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector carried out a learning walk with the childminder to discuss how she supports the children's learning and development.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.
- The inspector held discussions with parents and read parent testimonials to take account their views of the setting.
- The inspector sampled key documentation, including the childminder's Disclosure and Barring Service checks and first-aid certificate.

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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