

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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the welcoming and nurturing environment created by the childminder. They are highly confident, independent individuals. They are not afraid to share their ideas or test their thoughts because the childminder always listens carefully to them, and builds on their knowledge and skills. In this way, young children taste success, continually experiencing acknowledgment of their ideas and building their knowledge. Children feel valued and develop a strong sense of worth. They clearly feel safe and secure as they make their own decisions and move freely within the home.

The rich and stimulating environment is used to captivate children's interests and curiosity. The childminder has a wealth of high-quality resources that she uses to maximise children's learning across a broad and stimulating curriculum. The childminder has a wealth of knowledge about how children learn at different ages and stages of their lives and effortlessly adapts her teaching to match each child's own unique learning style. She thinks aloud with the children to continually extend their knowledge. She poses thoughtful enquiries expertly to stimulate children's thinking processes and allows time for them to consider and work things through without interference. Children are extremely focused and demonstrate high levels of concentration, whether they are developing extensive storylines for the farm animals or learning about animals from books.

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

- The childminder uses knowledge from training to excellent effect, to inform her practice. She has attended various language programmes and is skilled in her communications with the children. For example, she maximises opportunities to widen children's vocabulary. She introduces the correct words to narrate their play such as 'How clever you are strumming the strings on your instrument'. She engages children in considering the meaning of words they may not have heard before by asking, for example, 'I wonder what lazy means?' and 'Do you know what terrified means?', when reading stories with them.
- The childminder capitalises on every chance to use mathematical language, to extend children's knowledge and understanding. For example, when they clear away for lunch time, she encourages the children to fold the tablecloth. As they do so she introduces the concepts of corners, counting, matching and eventually shape recognition as they work out what shape they have made.
- Children are extremely well prepared for their next steps and make rapid progress in their learning. They are able to recognise their own names, they confidently identify colours, shapes and sizes and they notice and can name initial letters of words. Children are confident communicators. They devour stories and books, they know how books work and become engrossed in their

play for extended periods of time.

- The childminder makes excellent use of a rich set of resources to help children explore their understanding of environments and communities beyond their own. Young children learn about the world, for example, through puzzles, match animals to their native continents and share discussions about photos and pictures that depict different cultures and societies.
- Young children learn to manage their own feelings and emotions with finely tailored support from the childminder. They have a growing understanding of what feelings are and can confidently identify different emotions as the childminder engages them in discussions using the many varied resources to support this. The childminder skilfully helps children who are not keen to tidy away to do so by creating small, fun filled tasks that inspire the children to take part. For example, 'Can you give these animals a lift back to the farm on your tractor?' Older children extend their knowledge to consider wider concepts, such as democracy, and have worked successfully together to develop their own rules which take account of all contributors and their feelings.
- The childminder continually reviews her practice to ensure that the breadth of the curriculum is maintained and that she continues to design provision that is truly inspirational for children.
- Partnerships with parents are extremely successful. The childminder works extensively with each family to create personalised settling programmes to secure every child's emotional well-being. Parents state that they highly value her professional and individual approach to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very thorough understanding of child protection matters and is confident in the correct actions to take if concerns arise. She has a robust understanding of legal requirements and meticulously implements these, including making notifications to Ofsted when necessary. She rigorously assesses and monitors the environment to ensure that all spaces are consistently safe and suitable for children's use. Children learn how to keep themselves safe and follow clear hygiene routines, for example, they know how to wash their hands thoroughly and why they need to do it.

Setting details

Unique reference number	EY476157
Local authority	Devon
Inspection number	10075836
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 2014. She lives in Exeter, Devon. The childminding provision operates from Monday to Thursday during term time and offers limited childcare during school holidays.

Information about this inspection

Inspector

Jo Beighton

Inspection activities

- The childminder showed the inspector areas of her home that she uses for childminding and discussed how she organises her provision.
- The inspector observed the childminder interacting with the children. They talked about the quality of teaching and the progress children are making.
- Relevant documentation was sampled, including evidence of household members' suitability.
- The inspector took account of parent views through written feedback.

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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