

Childminder report

Inspection date: 17 October 2019

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

The childminder provides an extremely welcoming environment and uses resources inspirationally to engage and excite children. Young children behave exceptionally well given their age and stage of development. They enjoy their time with the childminder and are extremely confident for their age, happily interacting with other people around them. The childminder and children have exceptionally strong bonds and this promotes children's emotional well-being highly effectively. The childminder knows the children and their developmental achievements extremely well and has high expectations for them. She makes the most of opportunities to extend and challenge their learning, particularly in communication, mathematical and physical development. Children make rapid progress from their starting points. The childminder gives a lot of consideration to what training and research she completes to enable her to precisely support children's learning. For example, after identifying children were exceeding expectations for their age in mathematics, she completed training to increase her skills and improve how she delivers this area in her curriculum. The childminder shows exceptional skill at adapting activities and play experiences so all children can join in together, and she uses her teaching skills to provide targeted challenge to each child. For example, she incorporates higher numbers, colours, and mathematical symbols within activities such as pasta play, and uses her questions to challenge each child appropriately to their developmental stage.

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

- The childminder is an excellent communicator. She makes exceptional use of her conversations with young children to encourage their speech development and vocabulary. Children learn from a young age the rhythm of conversations. For instance, after the childminder has talked to them, they babble and string sounds together back to her.
- The childminder is inspirational in how she identifies children's learning need and then reflects on how to provide this effectively for them. She is constantly looking at how she can build on her own knowledge to increase and improve the experiences that she provides children in her care. The childminder uses her in-depth knowledge of each child's achievements and her assessments, alongside what she has learned, to precisely target their next steps in their learning. Children make rapid progress from their starting points.
- The childminder continually reflects on her practice and makes improvements that benefit children. She is extremely professional and highly dedicated to keeping her practice, knowledge and children's experiences up to date. She regularly reflects on her practice and children's attainments, to target training that will specifically support her provision and children's learning needs.
- Even from a young age children have very positive attitudes to play and eagerly

join in, share and cooperate with others around them. They get very excited as they participate in action songs, sitting down in front of the childminder and putting their arms out, saying 'Wo, wo', showing they know what will happen next. The childminder encourages children to move back and forward as she sings, asking them if they can say 'row' to encourage their speech. She then sings the song again slower to give children time to repeat words, such as 'row' and 'boat'.

- The childminder very effectively promotes children's awareness of the wider community, their similarities and differences and their place in the world. She has used recent training to reflect on her practice and enable children to be really well prepared for their next steps in learning, new experiences and when transitioning to new settings. For example, she shares detailed transition records with the nurseries and schools children attend to support children to have a smooth transition.
- Partnership with parents is extremely strong. Parents are kept extremely well informed about their children's day and achievements. The childminder discusses with parents any next steps in learning and this helps promote a joined-up approach to meeting children's needs. Parents are appreciative of the excellent partnership they have with her and how she helps them extend their children's learning at home.
- The childminder is a very experienced childcare worker and she uses the knowledge and skills that she has built up over the years to effectively engage and occupy children. She uses her calm manner and exceptionally good teaching skills to encourage children to fulfil the high expectations she has for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge and understanding of how to safeguard children. She has an extremely secure knowledge of the Local Safeguarding Children Board procedures. The childminder keeps her safeguarding knowledge up to date and completes additional training to help her do so. She shares her safeguarding knowledge and policies with parents so that they are fully informed about her responsibility to share concerns she may have for children's welfare. Thorough risk assessments, in her home and for outings, help her ensure children can play and explore in safety.

Setting details

Unique reference number	EY457150
Local authority	Hampshire
Inspection number	10063274
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 November 2015

Information about this early years setting

The childminder registered in 2013. She lives in Yateley in Hampshire. The childminder operates Monday to Friday, all day, for most of the year. The childminder receives free early education funding for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The inspector had a tour of the childminder's premises with her and talked about how she organises her early years provision and the curriculum. She sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector spoke with the childminder and the children throughout the inspection.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision.
- The inspector observed the interaction of the childminder and the children and the impact her teaching has on their learning and development.

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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