

# Childminder report

---

Inspection date:

27 November 2019

---

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder is a passionate teacher who ensures children receive an excellent education. Children are extremely well supported and flourish in the outdoor-focused provision. For example, children learn how to care for living things as they regularly visit a working farm and help care for newborn animals.

The childminder offers a range of experiences to children. Her securely embedded curriculum is focused on giving children valuable life skills while out in the community. For instance, children learn about the seasons as they visit local woodland and observe the differences in the natural world around them.

Children are immensely happy and demonstrate they feel safe and secure as they play contently. For instance, children concentrate and work together as they build train tracks. They have an eagerness to learn and choose to participate in focused groups and child-initiated play. They are confident in their knowledge and thrive when being challenged. The childminder has high expectations of all children. As a result, children excel in their learning.

The childminder has an ambitious vision for her high-quality education. She offers an inclusive provision where all children are valued as individuals and supported to achieve to the best of their abilities.

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

- The childminder plans excellently for children. Her intent for children's learning works well for their interests and developmental needs. She uses her intelligent teaching to build on what children already know. For example, children are interested in dinosaurs, so the childminder arranges resources to meet this interest and incorporates their next steps in learning.
- Children's behaviour is exemplary. They demonstrate high levels of respect for the childminder and one another. They are extremely confident. Children successfully work together to problem solve. For example, they use a range of play tools to 'fix' a torch. They have high levels of self-control as they keep trying. They communicate their thoughts exceptionally well and together achieve what they set out to do. The childminder uses excellent encouragement to support children to be resilient.
- Children are highly motivated in their learning. They are quickly able to recall their previous learning experiences. Children build on their own knowledge by repeating this during play. For instance, children learned how to create shadows and began repeating this with dinosaurs. They then extended this interest as they drew their dinosaurs and talked about their names. Children are eager to develop their imagination skills, early literacy and expressive arts.

- The childminder uses her high-quality teaching to support children's critical thinking in an excellent way. Her calm and considered approach encourages children to take their time and excel in their learning. For example, children concentrate for long periods as they problem solve using shapes to make a house. They enhance their mathematical development as they identify the different shapes, such as triangle, semi-circle and square.
- The children form strong bonds with the childminder. The childminder knows the individual children extremely well. Her sensitive approach nurtures children and enables them to learn what is right and wrong. For example, the childminder uses open communication with children and makes suggestions to help them resolve conflicts swiftly. This supports children's emotional well-being effectively.
- The childminder reflects on and evolves her practice consistently. This promotes growth and development which has a positive impact on children's outcomes. Recently, the childminder attended a professional development course which inspired her love for relaxation in children. She has introduced yoga and sensory relaxation time. This encourages children to take time to relax and have a sense of calm. This is having a positive impact on children's overall well-being.
- Parents speak extremely positively about the support their children receive. They are thrilled with the experiences their children have on a daily basis. Parents witness the high-quality interactions the childminder gives. They comment that their children's confidence and independence has developed since being with the childminder.
- The childminder uses every opportunity to develop children's knowledge and skills. For instance, when out in the woods, the children strengthen their physical development as they move like hedgehogs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of her roles and responsibilities for safeguarding children. She demonstrates in detail signs and symptoms of the four types of abuse. The childminder also has an excellent knowledge of wider safeguarding issues. She keeps robust documentation of concerns and the actions taken. The childminder understands the importance of sharing information to ensure children's welfare needs are met. She has a safeguarding policy which supports her vigilant practice.

## Setting details

<b>Unique reference number</b>	111491
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108415
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	16 March 2015

## Information about this early years setting

The childminder registered in 1999. She lives with her husband and three children in Chandler's Ford, Hampshire. The childminder operates Monday to Thursday from 8.30am to 5.30pm all year round. She accepts funding for children aged two, three and four years. The childminder has a childcare qualification at level 3.

## Information about this inspection

### Inspector

Hayley Doncom

### Inspection activities

- During the inspection, discussions were held with the childminder, children and parents.
- The inspector and childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector observed the childminder's interactions to gain an understanding of the quality of teaching.
- The inspector looked at a sample of documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019