

Childminder report

Inspection date: 2 December 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The highly experienced and qualified childminder has a first-class understanding of how children learn and develop. She is passionate about her role to provide children with meaningful, high-quality learning experiences that help them to make sense of the world. The childminder has high expectations for each child and they thrive in her care. Children are exceedingly motivated to join in activities. They benefit from the childminder's admirable teaching skills that ignite their curiosity and inspire them to learn. For example, they are curious to explore items in a fish bowl, such as natural coral.

Children flourish in the well-thought-out, extremely engaging environment. The child-led approach to teaching helps children to develop the skills they need for the future. Children self-select from an extensive range of resources. The exciting and stimulating environment promotes children's independence very well.

Children are exceedingly happy and confident with the childminder in an environment that is homely. They show a tremendously strong sense of belonging as they settle quickly due to the childminder's sensitive and effective settling-in procedures. These help to address children's individual needs, likes and dislikes quickly. Children feel extremely safe and have formed wonderful attachments with the childminder. Children's behaviour and early relationships are exemplary for their age.

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

- The childminder is an outstanding teacher. She provides children with exceptional opportunities to develop their speech and language skills. The childminder skilfully links activities to nursery rhymes and known songs, and sings these through as they play. Children gleefully attempt to join in with using the rhythm of the song to dance. For example, the childminder models sounds to children and refers to stories and rhymes during care routines and play.
- The childminder ignites children's desire to learn new things, such as early mathematical concepts. For example, as toddlers explore story sacks with metal utensils, the childminder talked about the 'big and small shiny spoon'. She quickly extends the activity and adds more metal pans, and demonstrates different sounds to toddlers.
- Children hear lots of mathematical language as the childminder intuitively extends learning through child-led play. Younger children place small blocks in bowls as the childminder counts alongside. The childminder uses stories to extend children's early mathematical skills. For example, she talks about the different sizes of spoons as they pretend to mix porridge.
- The childminder monitors children's progress rigorously. The uniqueness and

well-being of children are key priorities for the childminder. She is proactive in helping children and families to get the support they require, including for children with special educational needs and/or disabilities. She utilises the expertise of other professionals to enhance children's learning further.

- Children are provided with superb experiences that support their early education and knowledge of the local community and the wider world. For instance, children go on outings, including to playgroups, local garden centres and historic castles.
- Children have superb self-awareness of hygiene routines and how to support their own personal needs. The childminder uses various strategies to help the youngest of children to learn care routines. For example, she sings songs which help young children anticipate washing their hands before their snack.
- Partnerships with parents are exemplary. Parents speak highly of the care their children receive, in particular the wealth of activities and outings their children access. Highly successful information-sharing ensures that they are continually informed of the progress their children are making. They report on how quickly their child settled and how individual needs are fully supported.
- The childminder is inspirational and highly motivated. She is passionate about high-quality childcare and works exceptionally hard to ensure this is provided. She has consistently built on her professional development. This has had a positive impact on her practice and provision. Her interactions with children are of the highest standard. The childminder focuses her professional development on the needs of children. For example, she has attended numerous courses on the importance of early literacy and how this supports children speech and language development. The childminder recognises the impact a child's vocabulary and communication skills can have on children's all-round development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and welfare top priority. She continually refreshes her understanding through further training and research, and has a thorough knowledge of how to protect children. This helps her to keep her knowledge about wider safeguarding issues updated. The childminder confidently identifies possible indicators of abuse. She knows precisely what to do should she have any concerns about a child's welfare. The childminder supervises children at all times and ensures her home is safe and secure. The childminder fully understands how to recognise that a child's welfare may be at risk, from abuse and extremist views.

Setting details

Unique reference number	EY543288
Local authority	Hampshire
Inspection number	10090183
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Farnborough, Hampshire. She operates her service from 7.30am to 6.30pm on Monday to Friday, for most of the year. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder and the inspector discussed an evaluation of the activities.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents shared their views through written feedback, which the inspector took into account.

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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