

# Childminder report

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Inspection date: 13 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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**

Children are welcomed into the exceedingly warm, welcoming and homely environment where they settle quickly and feel secure. The well-established and highly experienced childminder ensures that children have access to a vast range of good-quality resources, activities and play experiences that meticulously follow their current interests and experiences. The childminder provides children with the highest quality of care. She plans a rich and varied selection of activities inside and outdoors, which captivate children's imaginations. For example, children enjoy watching and discussing a balloon 'bob' around, 'faster', 'slower', 'higher' and 'lower', as it dances in the wind. The childminder uses the natural world to help teach children about cause and effect.

Children establish excellent relationships with the childminder. They are confident and independent learners and display high levels of emotional well-being during play. Children are extremely happy and are ready to learn. Young children laugh and shake with excitement as the activities are being prepared and introduced. The childminder is an extremely positive role model and has high expectations for children's behaviour. She shows children how to behave, with understanding and compassion. Consequently, children behave exceptionally well and show kindness and consideration to their peers. The childminder praises them for their thoughtfulness, such as tidying away toys left on the floor so that younger children can move around the play environment safely.

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

- The childminder is passionate about her work. She takes time to get to know the children and their families from the very start. She has implemented a careful settling-in process where she learns about children's routines, background information, interests and likes and dislikes before parents leave children in her care. The childminder uses this information highly effectively to plan for and enhance children's learning experiences, so they make exceptional progress. She acts incisively when she has any concerns about children's development to prevent gaps in progress from developing further and to ensure children thrive.
- Partnerships with parents are excellent. The childminder keeps parents well informed and updated about their children's learning through observations, photographs and regular assessments. She continually seeks their views and ideas and ensures she includes these in their child's play at every opportunity. Parents comment that the childminder's care is 'exceptional', that their children are always busy, and 'they come home extremely happy'.
- The childminder maintains and enhances her outstanding practice with immense passion. She is highly reflective about the quality of her practice, and continues to increase her knowledge and skills to ensure she can provide the best possible

opportunities to help children meet their full potential.

- Children develop an interest in early mathematics from a young age. The childminder skilfully incorporates the use of numbers into everyday conversation and play. For example, the children confidently count how many different paints they would like for their activity, then count how many pots they need for the paints. During these discussions, the children worked out they need 'one more', as they did not have enough.
- The childminder empowers children to lead their own experiences and helps them to become independent learners. Toddlers become engrossed in play and make their own exciting discoveries. They demonstrate this when they find out what happens when they mix two paints together and make a new colour. They share their immense excitement when they notice the newly created colour. Younger children are absorbed as they work out which part goes next as they build a stacking tower. As the tower takes shape, they are gleeful in their accomplishments.
- Children demonstrate that they can engage and focus for extremely long periods and display excellent attitudes towards learning. The childminder supports children exceptionally well to persevere with new challenges, such as learning a new set of rules as they play a new board game together.
- The childminder provides children with excellent opportunities to develop their speech and language skills. These include highly engaging and enjoyable story times where toddlers join in, use props and recall familiar lines from the story. The childminder consistently supports younger children to learn new words and to understand their meaning. For example, she repeats the word 'more' during snack time and encourages younger children to make the sign for it as she does. Each time the sign is offered, more snacks are given, demonstrating the success of the childminder's teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge frequently through accessing regular training. She has an excellent knowledge and understanding of safeguarding and child protection procedures. She is quick to identify signs and symptoms that may indicate a child is at risk of harm, including wider safeguarding concerns. The childminder has a firm understanding of her role and responsibilities to safeguard children and knows who to contact if she has any concerns. The childminder is highly vigilant in her care and education of internet safety with older children. Although they are not allowed to access the internet within her home, she does talk to older children about being online and helps them develop an excellent understanding of staying safe.

## Setting details

<b>Unique reference number</b>	110849
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136145
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	11 January 2016

## Information about this early years setting

The childminder registered in 2000. She lives in Hedge End, Southampton. The childminder provides all-day childcare from 7am to 7pm Mondays and Tuesdays only, except for bank holidays and family holidays. The childminder holds an appropriate level 3 home-based childcare qualification and is registered to receive the government funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Denman

### Inspection activities

- The childminder guided the inspector on a learning walk of her setting, where she discussed her aims and how she ensures these are met.
- The inspector checked that statutory documentation and qualifications are in place.
- Parents shared their views through written accounts that the inspector took into consideration.
- The inspector talked to the childminder about the progress the children have made from their starting points and her aims for their continued development.
- The inspector observed the childminder's interactions with children, evaluated the effectiveness of an activity together and spoke with children as they played and followed routines.

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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