

Childminder report

Inspection date: 21 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder's understanding of children's learning and development is exceptional. This helps her to link what children need to learn next, to the challenging curriculum she provides. The childminder plans exciting activities that are precisely tailored and adapted to children's interests and next steps. Children are excited to learn and gain excellent levels of curiosity and engagement as they play. The childminder is highly skilled at capturing ways to continue to sequence learning as children go about daily routines. For instance, older children talk about how many pieces of snack they can have. They count, categorise the types of snacks they have and recognise patterns in what they choose. The childminder recognises how this helps children to develop their excellent mathematical skills.

The childminder has high expectations of what children can achieve in both their learning and personal development. She places children's emotional well-being at the heart of her ethos. The childminder recognises when children need more emotional support and when they are capable and confident to manage some things for themselves. All children, including the very youngest, settle happily. They gain excellent levels of confidence and high self-esteem. Children develop an enthusiastic willingness to try new tasks and persevere well when new things are challenging. The bonds between the childminder and children enable them to flourish in the exceptional environment she provides.

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

- The childminder is highly qualified, knowledgeable and very experienced. Her wealth of knowledge and passion to help children develop the foundations they need for learning, benefit all children in her care. The childminder continues to evaluate her setting very effectively. Training is targeted to continue to deepen her ability to build on her outstanding teaching skills. For instance, she has developed a more in-depth knowledge of children's individual learning styles and how she can use this to plan even more precisely to meet children's needs. Her natural ability to recognise opportunities to teach children in a fun and exciting way is inspirational. This helps to ensure that children make the progress they are capable of and prepares them exceptionally well for their future learning.
- Children develop the emotional stability they need to support their physical and mental health. The childminder places their emotional well-being as of paramount importance. She develops strong bonds with children. Her kind, calm and nurturing personality ensures that children feel safe and secure in her care. She recognises when children need tailored opportunities to develop their confidence in making friends. She carefully plans for this, using innovative ways to help children develop their emotional resilience. Relationships between children are excellent and they behave extremely well. Children recognise and

value the differing needs of their friends. For instance, older children help younger children. They are patient, kind and caring towards each other.

- The childminder has a exceptional knowledge of children in her care. She knows what children like to do, what they can do and what they need extra support with. Her exemplary knowledge underpins how she is able to plan and capture learning opportunities in a variety of ways. For instance, she knows how to help broaden older children's small-muscle skills in preparation for writing, and links this to their interest in animals. Children thoroughly enjoy looking for 'hidden bones' and gain excellent physical dexterity as they use tweezers to pick up small and large bones, and transfer these into dishes. The childminder skillfully adapts the activity to incorporate learning for younger children seamlessly. She introduces new language, promotes opportunities to use written instructions and helps younger children to gain excellent attention skills.
- Children benefit from a well-resourced environment which promotes all areas of learning exceptionally well. The childminder promotes children's interest in reading highly effectively. The variety of books, how they are made accessible, and sharing with children ideas about favourite authors contribute to children's love of reading. For instance, one older child retells a favourite story from a book as younger children settle for rest time. Younger children learn how to trace sentences as they share instructions, in readiness for an activity. The childminder uses enriching opportunities to use new words, such as 'paleontologist', and helps children understand what these mean. Older children develop excellent language skills. Their breadth of knowledge of language is outstanding and helps them to become confident and articulate communicators.
- Partnerships with parents are exceptional and contribute to the seamless transition children experience from home to the childminder's setting. Insightful exchanges of information between parents and the childminder support children's care and development. This has helped to benefit children's sleep routines and dietary and health needs, and contributed to their interest in literacy. For instance, children excitedly share favourite books with their parents and the childminder, to support their interest in reading. The strong links between home and the childminder contribute to the excellent levels of progress children make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe and secure environment for children. She supervises children in her home and when on outings effectively. The childminder completes regular safeguarding training to maintain an exceptional understanding of child protection. She has a broad understanding of wider safeguarding concerns, including the potential risk to children from radicalisation and extremism. She knows the procedures to follow should she have concerns about the welfare of a child. This helps to ensure the ongoing safety of children in her care.

Setting details

Unique reference number	EY335478
Local authority	Hampshire
Inspection number	10136470
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 February 2016

Information about this early years setting

The childminder registered in in 2006 and lives in Fleet, Hampshire. She operates all year round, from 8am to 4.30pm, Tuesday to Friday, except for family holidays. The childminder holds an appropriate childcare degree. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at a sample of the childminder's documents. This included evidence of training, written policies and the suitability of those living on the premises.
- Parents' written views were provided by the childminder, which the inspector took account of.
- The inspector talked to the childminder and children, at appropriate times during the inspection.
- The childminder talked to the inspector about the curriculum she provides and showed the inspector around the parts of her home she uses for childminding.

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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