

# Childminder report

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Inspection date: 28 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**

The childminder's understanding of how children learn is inspirational. She takes the time to find out an extensive range of information about the children in her care. Her curriculum is planned to incorporate what children enjoy, what they can do and what they need to learn next. This helps to underpin how the childminder captures excellent opportunities to target children's next steps in learning in an enjoyable and exciting way. Children are extremely motivated and very eager to participate in the extensive range of activities provided by the childminder. The childminder's teaching skills are excellent. She promotes children's communication and language skills exceptionally well. Conversations between the childminder and children help children to learn new words and to understand what these new words mean. Children are confident and articulate communicators. This helps them to develop the skills they need in readiness for moving on to the next stage of their learning exceptionally well.

The childminder's focus on nurturing children's personal, social and emotional well-being is central to the childminder's ethos. The childminder helps children to manage their feelings and significantly enhances their confidence. This helps children to develop excellent attitudes to learning, including persevering when learning is challenging, to help them succeed. Children develop warm, trusting relationships with the childminder and with each other. Opportunities to learn about the community children live in and the wider world help children to learn about the differences between themselves and others. This contributes to children developing respect for themselves and each other.

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

- The childminder is passionate about providing children with the best start to their education. Her experience and knowledge of children's development enables her to know how children in her care learn best. She provides well-planned activities which are focused on what children like. She uses these interests to build on what children need to learn next. For instance, she provides children with resources to make 'potions' and uses this opportunity to help older children to develop control and dexterity in their hand muscle skills, to help to prepare them for writing when the time comes.
- The childminder continues to evaluate how she can develop the outstanding teaching she provides for children. Opportunities to complete training are used exceptionally well by the childminder. She targets her own professional development to benefit the children she cares for. She has recently completed training to support children's behaviour. This has helped her to identify and use new ideas and techniques to better support children who may at times display challenging behaviour, including helping children to learn how to recognise their

own emotions, and those of their friends. The childminder has shared her new-found knowledge with parents to promote excellent consistency in children's care and learning.

- Children develop excellent communication and language skills. The childminder threads language throughout all activities, capturing opportunities to introduce new words and help children to pronounce these and learn what they mean. For instance, the childminder helps children to learn about the difference between chickens and roosters. She talks about emperors in China and compares them to kings. Children absorb and use new language they learn exceptionally well. This helps to build on their excellent speaking and listening skills.
- The childminder skilfully helps children to be very capable and confident to successfully manage a range of age-appropriate tasks for themselves. Children are highly independent, which is evident throughout daily routines that are used to help build on children's growing independence. For instance, children spontaneously wash their hands before they eat, tidy away toys and help to get resources ready for activities. When children lead their own play, they are happy to find toys and resources, as they become highly self-reliant.
- Partnerships with the local schools are well established and used to help older children to prepare for a seamless transition to their next stage in learning. The childminder works very closely with local schools to find out what skills children need to be ready for starting school. She uses this information to focus children's learning around these skills. Parents of older children comment on how this has been very effective in helping children to be confident and capable to move on to school.
- Children develop extremely strong bonds with the childminder, who is a kind and calming role model. The childminder values children's choices and respects the ideas they share with her. For instance, she encourages children to choose healthy meals and snacks, and accommodates their wishes. The strong bonds between the childminder and children help children to feel settled and develop excellent levels of emotional well-being in readiness for their future lives.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust knowledge of safeguarding. She has a thorough understanding of her role and responsibilities to keep children safe. She completes regular safeguarding training and knows how to identify signs and indicators that children may be at risk of harm. Recent training has broadened her knowledge of wider safeguarding issues, such as how to recognise when children may be exposed to extreme views or ideology. The childminder knows how to report and escalate concerns about children to keep them safe.

## Setting details

<b>Unique reference number</b>	112394
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136171
<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>	3 to 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	22 February 2016

## Information about this early years setting

The childminder registered in 1990 and lives in Petersfield, Hampshire. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- The inspector viewed the areas used for childminding and used the opportunity to discuss safety with the childminder.
- The inspector observed the childminder's interactions with children and spoke with children as they played and followed routines.
- The inspector took account of the written comments of children and parents and used these to inform the inspection.
- The inspector spoke to the childminder at convenient times and evaluated the effectiveness of an activity together.
- The childminder provided the inspector with a wide range of records and documentation which the inspector evaluated as part of the inspection.

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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Piccadilly Gate  
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Manchester  
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