

Childminder report

Inspection date: 22 January 2020

Overall effectiveness	Outstanding
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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 is an enthusiastic practitioner who strives for excellence in everything she offers. She provides an extremely nurturing and purposeful environment where every child is valued. She knows their individual personalities and interests exceptionally well. Children show very secure attachments to the childminder and clearly enjoy spending time with her. She gives them time and attention to flourish, and, as a result, they are extremely settled and confident in her company. Children's behaviour is impeccable. They play alongside each other with ease and show a natural empathy and respect for each other. For example, they share the resources and offer toys to each other.

The childminder shows a firm understanding of how children learn. She has high expectations for all. She uses accurate and precise assessments of children's learning to inform planning that then entirely reflects children's individual interests, styles of learning and needs. She uses excellent teaching techniques to skilfully support children to be independent, while facilitating learning and setting suitable challenges for the children to persevere and explore their ideas even further. For example, children excitedly explore cutting and sticking activities, using scissors confidently and understanding which tool helps to spread the glue easily. They show immense pride in their achievements as they manage to cut the paper right to the end, saying 'ta-da' upon completion, and confidently manage to stick tissue paper down. This helps to empower children and boost their self-confidence.

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

- Parents offer the highest praise for the service that their children receive. They comment on the childminder's professionalism, warmth and nurturing approach that helps their children to settle quickly. They reflect that the childminder is meticulous with her communications and tracking of children's development and feel they are kept very much up to date with any emerging concerns. They particularly appreciate the breadth of experiences their children are given with plenty of opportunities to play outdoors.
- The childminder has a clear focus on supporting children's emerging communication skills. She offers narratives to children's play, which helps to provide a very language-rich environment. The childminder encourages children to use sign language alongside their speech to promote their views even more. The childminder offers challenge to children's play by asking thought-provoking questions and offers suggestions as to how play can be further extended.
- The childminder has an excellent understanding of where children are in their development and what they need to do next. Children who need additional support are identified swiftly and effective strategies, in conjunction with parents, are utilised well to help them catch up. The childminder works closely

alongside other settings children attend and outside agencies and seeks further training to ensure she meets children's individual needs fully.

- Children's early literacy skills are exceedingly well supported. For instance, the childminder reads stories to the children, adapting pitch and tone to bring stories alive. Children attempt to join in with familiar phrases, especially when the story calls for squeals of delight. They also take part in a local reading scheme where books are hidden in the locality to be found and shared before being hidden again for others to find.
- The childminder provides highly nutritious meals for children and actively promotes their good health. Children are taught about the properties of food and how these can change. For instance, pasta is hard raw, but soft and chewy when it is cooked. Children take great delight and pride in helping to prepare their own meals, which are wholeheartedly enjoyed.
- Diversity and uniqueness are firmly embedded into the childminder's practice. Children learn about people who are different from themselves and other cultures. The childminder skilfully weaves the use of children's home language into daily activities. For example, she displays dual-language labels on the toy boxes and provides bilingual books for children to share.
- The childminder supports children to develop excellent self-care skills so that they can manage their personal needs. She encourages children to develop an exceptional awareness of how to be healthy and care for themselves. Children learn about the importance of washing their hands thoroughly and how to prevent germs from spreading.
- The childminder evaluates her practice exceptionally well. For example, she has established strong links with other childminders and early years professionals in the local area. Regular meetings ensure there are ample opportunities to share high-quality practice and access quality training opportunities to help raise standards for children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are of paramount importance to the childminder. She has an excellent knowledge of her role and responsibilities in relation to safeguarding children. She talks in detail about the signs and symptoms of the four main types of abuse. The childminder also has an excellent knowledge of wider safeguarding issues. She understands her responsibility to contact relevant agencies if she has any concerns. She attends regular training and carries out her own research. Clear policies are in place and include appropriate contact details should there be a concern. The premises are safe, and the childminder supervises children extremely well. Children demonstrate an excellent knowledge of how to keep themselves safe in the home, especially as they access tools such as scissors.

Setting details

Unique reference number	EY410702
Local authority	Hampshire
Inspection number	10136612
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	4
Number of children on roll	7
Date of previous inspection	1 July 2015

Information about this early years setting

The childminder registered in 2010. She lives in Liphook, Hampshire. The childminder provides childcare from 7.15am to 6pm Monday to Thursday only, except for bank holidays and family holidays. Overnight care is available. The childminder holds a relevant level 3 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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises the resources and plans experiences for children.
- The inspector observed the childminder's interactions with children and spoke with children as they played and followed routines.
- The inspector observed the quality of teaching during indoor activities, and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- The inspector took into account the views of parents through written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about training, written policies and the suitability of those living on the premises.

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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