

Childminder report

Inspection date: 6 February 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 provides an exceptionally nurturing environment in which children and their families feel warmly welcomed. Children demonstrate how immensely safe and secure they feel by operating with exceptionally high levels of confidence and independence. Toddlers and pre-schoolers make up games together and act out stories from their imaginations. They put chairs together to make a train, create train noises and talk about where they are going. All children are involved equally. The youngest contribute greatly to the noises and the eldest work together to extend the play further. Children develop excellent social skills and form secure relationships with other children from an early age.

Children have fantastic attitudes towards learning. As a result, they work towards the high expectations the childminder has for them with ease. They continually set themselves challenges, such as moving beads from one side of a frame to the other, or working out a range of different door fastenings. They tackle these with high levels of perseverance and make great use of the critical thinking skills they develop to solve them. Children show equal confidence and determination when they take on physical challenges that include pulling themselves up climbing frames with ropes, or learning to use their legs to swing themselves.

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

- The childminder pays exceedingly strong consideration to ensuring children benefit from healthy practices. Through completing in-depth research, she has set targets on how much exercise children should have every day and organises her routines precisely to meet this. For example, children often complete activities when standing to ensure they have the opportunities they need to strengthen their leg muscles. Children benefit from healthy meals and snacks that the childminder prepares with great care. They demonstrate wonderfully positive attitudes to nutritious foods when they make their own tuna or cheese pitta breads for snack and happily add vegetables.
- The childminder uses exemplary teaching skills to support children's learning. Children respond marvellously to her engaging and enthusiastic delivery of stories. They become enthralled, listen attentively and join in when encouraged to. Children demonstrate a great understanding of the story afterwards as they re-enact it in play and show that they have absorbed the new vocabulary that the childminder introduced during the story.
- The childminder provides excellent support for children to develop their language skills throughout the exceptionally high-quality interactions she has with them. She listens and observes to find out the focus of children's explorations before intervening to extend their ideas and to introduce vocabulary. For example, when children explore a mix of porridge and dough,

they talk eagerly about what they are doing and share their opinions. The childminder responds to every child; she models back their language and adds new words. These include words to help them compare the sizes of the different bowls they put the mixture into, and words to describe the actions they are performing, such as 'squashing', 'cutting' and 'rolling'.

- The childminder develops exceptionally strong partnerships with parents, through which she gains an extensive understanding of children's backgrounds and experiences. She uses this information to ensure extremely high levels of consistency for the children. For example, she guides parents on establishing secure sleep routines and they devise behaviour management strategies together. Parents understand fully the childminder's aims for children's progress and know what they can do to support learning at home. The childminder provides huge levels of emotional and physical support for parents when it is needed.
- The childminder works in unity with her husband, who is also a registered childminder. Together, they reflect incisively on their practice and how well they are meeting children's needs. They look at their meticulous assessments of children's progress to consider how they can improve the outcomes for children even more. The childminder continues to extend her knowledge and skills to ensure she understands how to support every child to reach their full potential. This includes learning how to adapt practice precisely to fully include children with special educational needs and/or disabilities.
- The childminder values every child as an individual and celebrates what makes them unique. Children share aspects of their home backgrounds and cultures, including words from the additional languages they speak or stories about their special celebrations. The childminder provides children with a vast range of experiences through which they meet a variety of people from different ethnic backgrounds and with differing abilities. They speak of all these encounters with great positivity and learn to respect differences that exist between people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands fully how to safeguard children. She provides huge amounts of support to families to ensure the well-being of the parents and the children. The childminder knows precisely how to recognise if a child's welfare is at risk and understands exactly what to do to protect children if a concern arises. The childminder acts on all opportunities possible to teach children how to keep themselves safe. For example, when reading 'Goldilocks and the Three Bears', children discuss how Goldilocks should not have gone into a stranger's house without her grown-up. They have a firm understanding of the rules they have to follow and why these are important.

Setting details

Unique reference number	151014
Local authority	Hampshire
Inspection number	10136291
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	6
Number of children on roll	7
Date of previous inspection	22 January 2016

Information about this early years setting

The childminder registered in 1981. She lives in Fareham, Hampshire. She operates her service all year round from 6.30am to 7pm, Monday to Friday, except for family holidays. She works with a co-childminder, who is her husband. She holds an appropriate qualification at level 5. The childminder is in receipt of funding for free early years childcare for children aged three and four years.

Information about this inspection

Inspector

Kerry Lynn

Inspection activities

- The childminder's co-childminder took the inspector on a learning walk of the setting, during which he discussed their ethos and how they implement this.
- The inspector observed and interacted with the children. She spoke to the childminder about the progress they have made from their starting points.
- Parents shared their views with the inspector through written references.
- The inspector checked that statutory documentation is in place.
- The childminder shared with the inspector her views about her teaching and children's learning during an observed activity.

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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