

# Childminder report

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Inspection date:

6 February 2020

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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 successfully creates a rich learning environment where his ethos of learning through play is embedded throughout. Children engage deeply in activities that link to their individual interests and learning styles. They continually show high levels of concentration. For example, children who prefer physical play, willingly tackle challenges as they climb up ladders or slither through tunnels in the garden. Other children carefully consider how to turn a dough cube into a dice and discover that they can make spots with a knife. They test out ideas and have excellent opportunities to consider their own thoughts.

Children demonstrate an exceptionally strong sense of belonging. They engage merrily in play and conversation with the childminder and his co-childminder, demonstrating this with lots of excitement and laughter. The childminder uses his extensive understanding of each individual child to provide high-quality interventions that encourage their progress and help them to work towards the high expectations he has of them.

Children learn to operate with extremely high levels of independence. All children, even those who are very young, manage to change into dressing-up clothes while their friends helpfully do up buttons for them. After they have transformed into their favourite characters, they begin an impromptu song and dance session, showing great confidence as they learn the words to songs and move to the music in their own unique way.

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

- The childminder provides a remarkably stimulating learning environment that is designed meticulously to empower children to be highly effective learners. He evaluates the effect of different parts of the environment incisively, to ensure they meet children's needs fully, and cleverly reinvents areas that are not as effective. For example, an unused corner has been turned into a wonderfully stimulating 'garage' area, full of dens to hide in, opportunities for children to engage in role play and resources that encourage children to develop their communication skills.
- The childminder uses excellent teaching strategies to enhance children's progress while making sure children relax and have a great deal of fun. For example, when reading stories, he purposely makes mistakes. Children demonstrate their fantastic understanding of the story as they confidently correct him. The childminder shows huge skill in helping children to consider and voice their own ideas. When he asks extremely well-worded questions, children share their thoughts using language clearly and eloquently.
- Children develop great communication and language skills. Toddlers quickly

progress from using single words to building sentences that they use assertively to tell the childminder what they want to do. Children respond to the childminder's extremely high-quality interventions brilliantly. They eagerly use new words that he has taught them in their play. For example, they describe the dough they explore as 'gooey' after the childminder introduces the word, and go on to experiment with words that sound similar. They develop an excellent understanding of the sounds that letters make and frequently engage in activities where they emphasise the sounds that words begin with.

- Children behave impeccably. They demonstrate a huge respect for each other that they demonstrate when they willingly allow other children to engage in play that they have initiated. Children develop fantastic social skills. They share and take turns effortlessly, ensuring everyone has an equal opportunity to engage with the resources.
- The childminder develops an extensive understanding of children's individual backgrounds, interests and experiences through working exceptionally closely with parents. He adapts practice to ensure that all parents, including those who work away from home, are equally informed about children's experiences and progress. He empowers parents to be a part of their children's learning by establishing consistent strategies to support children to meet the goals he sets for them.
- The childminder and his co-childminder work exceedingly well together to ensure children benefit from extremely high levels of care and education. Together, they strive to keep improving practice by enhancing their knowledge and skills actively. The childminder discusses how, following recent training, he has looked at how he can incorporate science and mathematics into learning even more. As a result, he has developed highly effective opportunities for children to explore weights and measures more as they play.
- The childminder helps each individual child to develop a strong sense of what makes them unique. He focuses intensively on encouraging each child to follow their individual interests and ensures that their true personalities shine through. Children consistently share things that are important to them, including aspects of their backgrounds and cultures. They learn to become extremely proud of who they are.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of how to recognise if a child's welfare is at risk. He updates his safeguarding knowledge actively to ensure that he fully understands the procedures to follow to protect a child if a concern arises. The childminder involves children actively in the robust risk assessments he makes to ensure they stay safe. For example, together they realise that the children could trip on the long dresses they are wearing and work out how they can move around safely.

## Setting details

<b>Unique reference number</b>	EY380154
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136535
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	22 January 2016

## Information about this early years setting

The childminder registered in 2008. He lives in Fareham, Hampshire and works with a co-childminder, his wife. He operates all year round from 6.30am to 7pm Monday to Friday, except for family holidays. He holds an appropriate early years qualification at level 6. The childminder is in receipt of funding for free early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Kerry Lynn

### Inspection activities

- The childminder took the inspector on a learning walk, during which he talked about his ethos and how he implements this.
- The inspector observed children playing and interacting with the childminder and his co-childminder. She spoke to the childminder to learn about the progress children have made from their starting points.
- Parents recorded their views in writing and these were taken into account by the inspector.
- The childminder reflected on his teaching and children's learning during an activity that the inspector observed.
- The inspector checked that statutory documentation is in place.

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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