

Childminder report

Inspection date: 10 February 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children feel happy and confident in this warm and homely environment. They are made to feel valued by a very experienced childminder who is highly passionate about her work with children and families. She establishes incredibly close bonds with the parents and, from the very start, she works closely with them to ensure that she is building on what children already know and can do. Parents describe the childminder as 'inspirational' and 'supportive'. As a result, children make excellent and consistent progress.

Children establish excellent relationships with the childminder. As a result, they feel incredibly safe and secure and enjoy their time with her immensely. Children show high levels of motivation in their approach to play and learning. They experience a wealth of interesting and highly stimulating opportunities that enable them to thrive and develop very strong foundations for their future learning.

Children benefit from the childminder's excellent understanding of how children learn and develop. They are actively encouraged to follow their interests and are expertly supported in using their curiosity to explore. Children's behaviour is exceptional due to the childminder's natural ability to model a caring and attentive approach to others. For example, older children support young children's natural routines well. They illustrate this by helping the childminder with preparing younger children for their naps. Older children sing lullabies, blow kisses and use soothing voices to help indicate it is nap time. This helps younger children to feel valued and gain an understanding of their personal needs.

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

- The quality of education is excellent and children make exceptional progress. The childminder is proficient in observing children's play and making adjustments straight away to extend and challenge their thinking through her interactions with them. She continually tests their knowledge, promotes their curiosity and supports their skills to solve problems.
- Children are listened to and their interests are clearly reflected in the resources and carefully planned activities. For instance, children have a keen interest in role playing doctors and nurses. The childminder supports children to develop a deepened knowledge of real life tools, such as stethoscopes, blood pressure monitors, and thermometers as they explore the equipment and discuss what they do and how they help us. Further exploration of medical protective clothing, bandages and plasters support children's understanding of how to be protected from germs and infections, developing their newfound learning. Children's play ideas are highly valued.
- The childminder ensures that her professional development is ongoing. She

actively seeks webinars and training, and researches areas of interest to improve her already excellent practice. For example, she has recently accessed training to support the promotion of children's phonic letters and sounds during their play. This is to support some children with their upcoming transitions in their next stages of learning. The childminder uses her wealth of experience and knowledge to share high-quality practice with her childminding peers.

- The childminder provides children with excellent opportunities to develop their language and literacy skills. These include highly engaging and enjoyable story times in the 'book nook'. This is a unique area where children can relax and enjoy and share familiar stories. Children are encouraged to recall what happens in the story, join in with familiar refrains and anticipate what is going to happen next. The childminder creates story sacks with the use of props and puppets to engage children further and help bring their favourite stories to life.
- Children have an excellent understanding of the importance of keeping healthy. For example, their interest in growing food encourages them to make healthy choices and promotes their physical development. Children remind each other about washing their hands and wiping runny noses. They know about germs spreading and are aware of good hygiene practices.
- The childminder plans some interesting activities that excite children and help them to experience their local area and community. She occasionally takes children on outings using public transport, such as buses and sea ferries, as she is aware not all children get the opportunity to travel this way. Activities like this help to widen children's experiences and prepare them for modern life.
- The childminder promotes an extremely inclusive and respectful provision and ensures children develop excellent manners as part of their impeccable behaviour. She offers children gentle reminders and acts as a wonderful role model in her own interactions with the children. Children play harmoniously together. They very happily share and take turns and receive warm praise and encouragement from the childminder. Children enjoy blossoming friendships. They hold hands, dance and sing songs, thoroughly enjoying their time together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding. She is passionate and dedicated to keeping children safe. The childminder attends safeguarding training regularly and takes advantage of online training to further enhance her ability to protect children from harm. She fully understands procedures for reporting concerns. The childminder ensures that her home is safe and secure. She teaches children about 'stranger danger' and how to keep themselves safe when they are out and about in the community through inspired role-play games. This helps children to recognise what they should say and do if someone unfamiliar approaches them.

Setting details

Unique reference number	111130
Local authority	Hampshire
Inspection number	10136152
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 1991. She lives in Waterlooville, Hampshire. The childminder is open Monday to Friday from 7am to 6pm, term time only. The childminder holds an appropriate childcare qualification at level 3 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 spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, 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 viewed and assessed parent feedback that was presented by the childminder.
- 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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