

Childminder report

Inspection date: 13 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 exemplary care and learning opportunities for children. Her thorough understanding of how children learn underpins her excellent teaching. The childminder creates an inspiring curriculum for the differing ages of children she cares for. Babies demonstrate clear excitement and enjoyment of activities tailored to their interests. The childminder skilfully and seamlessly weaves learning opportunities throughout children's play. She makes learning fun and enjoyable, and children develop excellent attitudes to trying new things. The childminder recognises the importance of promoting children's language skills from the outset. For instance, she uses 'new words of the week' for older children to help broaden their vocabularies. She models new words for babies to hear, helping them to gain good eye contact. This prompts babies to try different vocal sounds, as the childminder repeats back the sounds they make. Babies quickly recognise the two-way flow of 'speech' to support their excellent early communication skills.

Children develop extremely warm, trusting relationships with the childminder, who provides excellent levels of care. The childminder values the individual needs of children and tailors care to support their emotional well-being highly effectively. For instance, babies enjoy snuggling into the childminder as she recognises and responds warmly to their needs. She helps children to develop excellent levels of confidence, praising them as they successfully achieve new skills. For instance, babies pull themselves to stand and begin to 'cruise' around furniture, smiling proudly at the childminder. Children flourish in the childminder's outstanding care and develop the emotional stability they need in readiness for their future learning.

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

- The childminder has a passion for her role in providing children with the foundations they need for learning. She continues to develop her practice further, gaining skills that she successfully uses to support children in her care. For instance, the childminder has recently noticed patterns of learning styles for children. She has completed training to develop her knowledge of this and adapts activities to incorporate children's individual preferences exceptionally well. This ensures that learning is well planned and activities are highly motivating, as children become totally absorbed in their play experiences.
- The childminder's teaching is inspirational. She has an in-depth knowledge of the children she cares for and how she can plan and sequence learning to ensure children consistently build on their knowledge and skills. For instance, as babies excitedly explore musical toys, she creates opportunities for them to develop their excellent coordination skills. They learn how to shake, tap, push and pull instruments, noticing the effect this has on the sounds they can make. The childminder helps them learn about loud and quiet noises. She captures

opportunities to weave in new language, such as naming the instruments. Children become enthralled in the activity and are immersed in their learning as the childminder skilfully tailors learning to their next steps. This ensures that children consistently make excellent progress.

- Partnerships with parents and other early years settings children attend are well established and highly successful. Communication between the childminder, parents and other settings is used to support children's care and learning exceptionally well. Parents say that the childminder shares a wealth of information with them regularly. She provides ideas of activities to broaden learning at home. The childminder supports older children's early reading skills well. This helps to promote children's early understanding of rhyming words and lays excellent foundations for reading, when the time comes. School-age children say that the childminder's 'beautiful adventures' help them to 'learn things we didn't know already'. These strong partnerships support a seamless transition for children, and contribute to them learning at the highest levels.
- The childminder values the uniqueness of each child and their families. She helps children to celebrate special events in their lives. Children learn about a wide range of festivals, including those that are celebrated within their own families and the wider world. They benefit from exciting opportunities to learn about the local community, for instance when visiting toddler groups and parks and on various outings. This helps to enrich children's understanding of the diverse world they live in, and enables them to value the similarities and differences between themselves and their friends.
- The childminder places children's emotional well-being at the heart of her practice. She is kind and caring and creates an environment where children are listened to and their ideas valued. Children relish opportunities to play with her and develop excellent levels of self-esteem and confidence from the childminder's praise and encouragement. Children who are new to the setting develop extremely close bonds with her, as she is highly nurturing and attentive. This enables children to settle very happily and helps them to feel cherished in her care.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are of the utmost importance to the childminder. She maintains a very safe and secure environment for children to play and learn in. She assesses risks in her home, and when on outings, taking action to minimise these to keep children safe. She attends regular child protection training to keep her safeguarding knowledge up to date. The childminder can identify the signs and changes in a child that may indicate they are suffering from harm. She also understands the correct procedures to seek additional support for a child at risk.

Setting details

Unique reference number	EY315694
Local authority	Hampshire
Inspection number	10136450
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 September 2015

Information about this early years setting

The childminder registered in 2005 and lives in Farnborough, Hampshire. She provides care for children Monday to Friday, from 7am to 6.30pm, for most of the year.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector observed the quality of interactions between the childminder and children in her home. She also observed care-based routines.
- The childminder and inspector completed a learning walk and discussed the experiences the childminder offers children and her understanding of how these impact on children's development.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- Parents and older children provided written feedback for the inspector, which she took account of.
- The inspector viewed evidence of the childminder's professional development, including her first-aid training certificate.

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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