

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 an extremely calm, welcoming and highly stimulating environment for the children in her care. Children are happy and settled and are very confident, engaging very well in the creative and varied activities in the home. The childminder has tremendously high expectations of children's behaviour, and this is reflected in the way that children behave. Children are kind and very polite. For example, when adults are talking, children say 'excuse me' before engaging in conversation. Children have a clear understanding of rules and boundaries and show an excellent awareness of the impact that some behaviours have on others.

Excellent attention is given to supporting children's mathematical skills. Children develop an interest in early mathematics from a young age. The use of numbers and mathematical language in everyday conversation and play supports continuous development. Children as young as three demonstrate an exceptional understanding of mathematical concepts, including colour, shape, size and weight. This is demonstrated during activities, such as when children use weighing scales to identify which items are heavier and which are lighter.

The childminder has a deep understanding of how children learn and develop, which she has gained through her many years of experience. She uses every opportunity to develop children's language effectively, through highly skilled interaction. She completes accurate and careful assessments, which show the extensive progress children have made.

Children are prepared remarkably well for the next stage in their education, including school. They demonstrate a positive attitude to learning and can engage and focus for extremely long periods. They are highly motivated to learn and enthusiastic to find out new things.

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

- The childminder has high expectations for all children. She uses her extensive experience and knowledge to carefully plan activities to target specific areas of learning and development. Children's care and learning needs are central to everything the childminder plans and organises. She provides a very broad curriculum, following children's interests very successfully to provide stimulating and creative experiences.
- Children are keen and enthusiastic to find out new things and frequently ask the childminder interesting questions. The childminder tunes into what they are thinking and uses each moment to extend learning in an age-appropriate way. For instance, when children ask what happened to dinosaurs, the childminder explains that they became extinct many years ago, and now humans and other

creatures live on earth.

- The childminder is highly effective in teaching children to respect the similarities and differences between themselves and others. Resources and activities in the setting reflect diversity. Children learn about people with disabilities and different ethnicities. The childminder regularly plans activities where children have superb opportunities to visit places of interest within the community, to deepen their understanding of the wider world.
- The childminder has an excellent awareness of protecting children against infection, and children demonstrate independence in managing their personal care routines. The childminder uses their interest in stories about germs to inspire them to develop an awareness of how to keep themselves safe, such as the importance of following robust hygiene practices.
- The childminder encourages children to think in detail, solve problems and work things out for themselves. Subsequently, children focus and show sustained interest and concentration, which supports their learning exceptionally well.
- Partnerships with parents are particularly effective. The childminder implements a strategic settling-in process. She works extremely well with parents to learn about children's likes and dislikes and their interests before they start. Parents are consulted daily and partnerships and home learning are very strong. There is excellent communication through daily feedback and diaries. Parents share their knowledge of children's progress, and the childminder uses this extremely effectively to plan and develop an exceptional range of activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an expert knowledge of child protection issues and knows what to do should she have a concern about the welfare of a child in her care. She is thoroughly committed to her role in protecting children from harm and has an excellent understanding of her responsibilities. She ensures that she keeps her safeguarding knowledge up to date, including knowledge of wider safeguarding issues. The childminder carries out thorough risk assessments on her home and for the outings she takes with children. She takes effective action to provide a safe environment for children to play.

Setting details

Unique reference number	151037
Local authority	Hampshire
Inspection number	10136292
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 1986. She lives in the Chineham area of Basingstoke, Hampshire. She works Monday to Friday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- Children's learning and development records were sampled, and the inspector tracked one child.
- The childminder and inspector completed a joint evaluation of an activity and discussed the quality of interactions.
- The inspector asked the childminder questions during the inspection, to establish her understanding of how to safeguard children, and how she assesses and plans for children's learning.
- The inspector sampled feedback from parents and took their views into consideration.

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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