

Childminder report

Inspection date: 20 February 2020

Overall effectiveness	Outstanding
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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 creates an ambitious and tailored curriculum for all children in her care. Her in-depth knowledge of children's abilities enable her to consistently build on their strengths. As a result, children achieve at the highest levels. The childminder uses limitless opportunities to introduce learning creatively. Children enjoy a wealth of activities which help them to think independently, to problem-solve and to communicate their ideas confidently. The childminder enables children to develop a very positive attitude to learning, including when activities are more challenging. For instance, when children say, 'I cannot do this' the childminder actively encourages them to persevere and keep on trying. This enables children to succeed as they proudly exclaim, 'I did it'. The superb praise the childminder gives children raises their self-esteem and supports them to keep challenging their own skills and abilities.

Children are very well cared for. They establish strong bonds with the childminder and flourish in her care. Children develop superb independence skills. They manage their own personal needs independently and develop an excellent understanding of why some routines maintain their good health. For instance, they discuss why some food choices can be eaten all of the time, but others should only be eaten as a treat as they are not healthy choices. Children behave extremely well and are kind, polite and courteous.

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

- The childminder's teaching is outstanding. She knows children's current abilities, and what they need to learn next, in detail. This helps her to plan and tailor teaching to consistently and skillfully weave learning into exciting activities. Children are highly motivated to learn. The childminder adapts challenge skillfully to ensure children develop excellent thinking skills, and help them to be innovative problem solvers. For instance, children enjoy cooking 'Gruffalo crumble' and use mathematics purposefully as they weigh ingredients, estimate how much more they might need and experiment with the different weights and textures of foods they add. Children thoroughly enjoy the activity, and learning is fun, enjoyable and contributes to the consistently excellent progress they make.
- The childminder nurtures children's literacy skills extremely well. She provides an extensive range of books for children to choose from, to support their love of reading, from the outset. The childminder reads stories with immense enthusiasm. Her animated reading skills capture children's attention and greatly promote their listening skills. She uses favourites tales to develop their understanding of rhyming words and of letters and the sounds they represent. For instance, children recognise the 'm' sound for mouse and excitedly match

this with the letter sound in their name. They recognise that some words rhyme as the childminder encourages them to listen to words she reads from favourite stories and hear that they sound the same, such as when they say, 'snake and lake sound the same'. These skills help to lay excellent foundations for children's reading, when the time comes.

- Children's emotional well-being is a fundamental focus of the childminder's practice. Children develop excellent levels of confidence and self-esteem and develop warm, trusting relationships with the childminder and their friends. Parents comment on how well the childminder promotes kindness and friendships for their children. Older children say, 'the childminder is kind, funny and helps them to feel safe'. These nurturing relationships support children to develop exceptional emotional resilience, helping them feel valued and secure.
- Partnerships with parents, early years setting and schools are fully embedded and highly successful. The childminder uses regular exchanges of information with parents and other professionals to support an excellent joined-up-approach to children's care and development. For instance, she shares meticulous assessments and precise observations of children's learning and works in partnership to help identify what children need to learn next. This helps to inform the childminder's future planning and provides a consistent approach to learning. This contributes to the excellent levels of progress that children make.
- The childminder places a strong focus on teaching children about the wider world that they live in. She has reflected on this area of her practice and how she can enhance this extremely well. Children benefit from a wealth of opportunities to learn about their local community. With the childminder they attend reading sessions at the library, music and movement groups and meet with other children at groups to develop their excellent social skills. Children eagerly visit the nearby residential home where they socialise happily with the elderly residents. They sing songs and engage in creative activities together. These experiences help to enrich children's understanding of the differences and similarities between themselves and others, and how to value and respect these.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places children's welfare as a high priority. She creates and maintains a safe and secure environment for children to play and learn in. She maintains an excellent knowledge of child protection policies and procedures, including how to recognise and report any concerns about children's welfare. She knows how to identify children who may be exposed to extremism or radicalisation and who to escalate these concerns to. The childminder fully understands her responsibilities for dealing with allegations and knows the relevant professionals to contact.

Setting details

Unique reference number	110974
Local authority	Hampshire
Inspection number	10136148
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 14
Total number of places	6
Number of children on roll	10
Date of previous inspection	5 February 2016

Information about this early years setting

The childminder registered in 1999 and lives in Fair Oak, Eastleigh, Hampshire. She provides care for children Monday to Friday from 7am to 5.30pm, for most of the year. The childminder holds appropriate qualifications at level 3 and level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector viewed the areas of the childminder's home used by the children.
- Throughout the inspection, the inspector and the childminder held discussions about the quality of care provided and the impact on children.
- The inspector reviewed a range of documentation, including policies and procedures, certificates and the suitability checks for the childminder and those who live in the household.
- The inspector spoke to children and sampled written feedback from parents and older children, and took account of their views.

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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