

Childminder report

Inspection date:

25 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

Children form exceptionally strong relationships with the childminder, through which they develop high levels of confidence. They demonstrate this as they initiate games of hide and seek with the childminder and chuckle excitedly in their hiding places. Children develop a wonderful sense of who they are and frequently celebrate what makes them unique. For example, they show immense pride as they find photographs of themselves in books and proudly display pictures of them with their pets.

Children share their ideas and wishes assertively with the childminder, who greatly respects these. When children choose not to engage with her planned activities, she ensures that they meet the appropriately challenging targets she has set for them through play that they choose. For instance, the childminder provides extremely high-quality interventions when children play with a farm set. Through these, she introduces a great deal of vocabulary, including words used to compare animals, and successfully enhances children's counting skills.

Children thoroughly enjoy their learning experiences due to the careful attention the childminder pays to ensuring they meet their individual learning styles and interests precisely. They demonstrate this with extremely high engagement levels as they play and solve problems that arise. Children concentrate deeply as they try to find animal figures that will fit into a toy truck. They test out different animals, carefully contemplating their shape and size before finding one that fits perfectly.

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

- The childminder acts as a highly positive role model to children by interacting in a gentle, nurturing and polite manner. Children demonstrate the effects of this by consistently showing off their beautiful manners and discussing the strongly embedded rules that are in place, for example remembering table etiquette. Despite having small numbers of children present, the childminder ensures that children develop excellent social skills and understand how to interact with others. She provides them with great opportunities to meet with other children, through which lovely friendships blossom.
- The childminder builds an extensive understanding of each child as an individual. She plans meticulously to tailor her environment, resources and experiences to children's individual needs and interests. For example, when choosing stories to read with children, she carefully selects books that match their individual learning styles. Children who love to be active benefit from stories where they can perform actions or from acting out stories in their play. The childminder develops an exact understanding of how children learn and adapts her practice precisely to ensure they have the best opportunities to thrive.

- The childminder supports children exceptionally well to develop communication and language skills. This includes by using extremely effective systems, including mouth exercises, to enhance the clarity of children's speech. The childminder provides a language-rich environment in which children continually absorb and use new vocabulary in the correct context. For example, terms from their favourite stories emerge in their descriptions of items. After reading 'Goldilocks and the Three Bears', children use a lot of language to compare and state 'it's just right' when they find the object they want.
- The childminder makes diligent assessments of children's progress, through which she pinpoints precisely the areas in which children most need moving forwards. She takes swift and effective action to provide highly effective and closely targeted interventions to close any gaps in progress that form.
- The childminder establishes extremely strong relationships with parents, who celebrate the exceptionally high levels of support they receive in ensuring their children's development and well-being. For example, parents receive excellent guidance when potty training their children and work in unison with the childminder to establish consistent strategies. The childminder uses these relationships to gain a precise understanding of children's overall progress, including achievements they have made in the home.
- The childminder works in exceptionally close partnership with staff in the other settings children attend. She gains an excellent insight into how children behave and learn in the other setting. This helps her to understand completely the progress children make.
- The childminder evaluates practice incisively to ensure children have the best possible opportunities to meet their full potential. She considers in huge depth the extent to which she supports children to be effective learners. The childminder has learned more about how to understand children's individual learning styles to enhance this further. Children now benefit from even better opportunities to develop and extend their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceedingly strong understanding of the signs that may indicate a child's welfare is at risk. She knows exactly how to act to protect children if a concern arises. The childminder ensures that children have a safe and secure environment to play in. She empowers children to keep themselves safe by including them in the risk assessment process. For example, when children drop shredded paper on the floor, they eagerly clear it up, commenting on how it will make the floor slippery. The childminder further enhances children's well-being by providing parents with useful information to help them ensure children's safety.

Setting details

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|------------------------------------|---|
| Unique reference number | 111161 |
| Local authority | Hampshire |
| Inspection number | 10136153 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 3 to 3 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Date of previous inspection | 6 June 2016 |

Information about this early years setting

The childminder registered in 1993 and lives in Fareham, Hampshire. She operates each weekday throughout the year, from 8am to 6pm. The childminder holds a suitable early years qualification at level 3.

Information about this inspection

Inspector
Kerry Lynn

Inspection activities

- The childminder and children gave the inspector a tour of the setting. The childminder discussed her ethos and how she implements this.
- The inspector observed children and discussed with the childminder the progress they have made from their starting points.
- Parents shared their views with the inspector through written references.
- The childminder discussed with the inspector her views about her own practice and children's learning during an observed activity.
- 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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