

# Childminder report

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Inspection date:

26 February 2020

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder's great passion and enthusiasm for working with young children is evident in all aspects of her care practices and teaching. Children flourish and show an extremely secure emotional attachment to the childminder. Their excellent behaviour and high levels of self-confidence show they are very settled and happy in her care. Children learn how to share and play cooperatively with each other, and how their actions can affect others. This helps contribute to a wonderfully harmonious atmosphere as they play and learn. For instance, four-year-old children showed great care and respect for younger children as they patiently showed them how to switch electronic toys on and off.

Children are highly motivated to learn as they explore in the extremely stimulating environment the childminder provides. The broad range of interesting resources spark children's interests and successfully support their natural curiosity to learn. For example, children were in wonder and showed great curiosity as they investigated electronic toys in a dark and cosy area under the stairs. They used their senses as they explored the lights and sounds the toys made and learned how things work. The childminder plans a rich and varied selection of well-organised activities across the curriculum which deeply engage and focus children for long periods. For example, they were fascinated to discover they could change the colour of the shaving foam by adding various food colouring into it.

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

- The childminder is extremely proactive in continuously extending her already excellent knowledge and skills. This includes attending regular network meetings with other professionals and increasing her qualifications. In doing so, she is deepening her knowledge in the theories of how children learn. She expertly applies many of the concepts into her practice, which has a significant impact on children. For example, she carefully assesses each child's schema to help identify children's preferred learning styles and plans activities and resources that promote them.
- Supporting children's emotional well-being is at the very heart of the childminder's practice. She uses her extensive knowledge of child psychology and development skilfully and sensitively. This helps children develop a very positive strong sense of themselves and how to control their emotions.
- The childminder has the highest possible expectations for every child's development. The quality of her teaching is inspiring and she uses every available opportunity to enhance children's learning. For example, she encouraged young children to persevere and work out how to stack logs on a truck without them rolling off again. They showed a wonderful eagerness to learn and tackled the challenge.

- There is an exceptionally strong emphasis on supporting children's communication and language development. The childminder is highly skilled and purposeful in her interactions. She asks older children effective questions to encourage them to remember and talk about a favourite book. She builds young children's speech and understanding by encouraging them to link two words to describe their actions, such as 'door open' and 'door closed'. As a result, children are extremely confident to say new words and older children can articulate their thoughts extremely well.
- The childminder uses highly successful methods to monitor the quality of her provision and the curriculum. She has recently extended opportunities for children to use technology in their play. They now use the internet to research how people live in different countries, and equipment such as metal detectors to help deepen their understanding about the world in which they live.
- Partnerships with parents are excellent. They play an extremely strong part in successfully meeting children's individual care and learning needs. The childminder involves parents in their children's learning. Parents are extremely complimentary about the high quality of the childminder's care.
- The childminder makes the most of the unique environment around her home to provide children with an extensive range of experiences and activities. For example, visits to the beach to search for crabs in rock pools support children's understanding of the natural world highly effectively. The childminder is passionate about children developing physical skills and recognises the impact this has on their good health and development. Children develop confidence in their abilities and learn to manage risk extremely well as they climb trees, for example. Children develop exceptionally high levels of self-care and independence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of how to keep children safe. She has a range of procedures and has gained knowledge from safeguarding training. She has a secure understanding of what might cause a concern and the procedures she needs to follow to keep children safe. The childminder can clearly identify children who may be exposed to extremism or radicalisation, and knows who to voice these concerns to. She fully understands her responsibilities for dealing with allegations and knows the relevant professionals to contact. Safeguarding policies are detailed and clear. Parents receive her policies and procedures so they understand the expectations and procedures.

## Setting details

<b>Unique reference number</b>	EY475305
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136749
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	14 June 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Hordle, near Lymington, Hampshire. She works from 7.30am to 6pm, Monday to Friday, all year round. The childminder receives funding for the provision of free early education for children aged two, three and four years. She has an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Jacqueline Munden

### Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The childminder and inspector completed a learning walk, through areas of the home and garden being used for childminding, to see how the early years provision and the curriculum are organised.
- A range of documentation, including records relating to children, safeguarding procedures and the written views of parents, was sampled.

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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