

# Childminder report

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Inspection date:

28 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 highly enthusiastic, dedicated and experienced childminder puts children at the very heart of everything she does. She provides an exceedingly warm, welcoming and homely environment where all children settle quickly and feel secure. The childminder demonstrates exceptionally good teaching and offers superb interactions with children. She has a precise understanding of each child's ability and continually develops her teaching intentions to support children's learning, building on what children already know and what they can already do. She makes a commitment to the families she provides care for, to help ensure children develop very good levels of language, communication and awareness of literacy from the onset of care. Children are exceptionally motivated to take part in their activities and demonstrate positive attitudes to their learning. All children have an amazingly warm bond with the childminder. They show that they feel incredibly happy, safe and emotionally secure while in her care. Children demonstrate impeccable behaviour at all times. They share toys and resources exceptionally well, and play harmoniously together. The childminder is extremely attentive to children's individual needs, and embraces and respects their individuality and uniqueness. All children demonstrate excellent attitudes to learning are highly motivated and challenged to learn. The childminder plans a rich and varied selection of well-organised activities across all areas of the early years curriculum. These deeply engage and focus children for extremely long periods. Parents describe the childminder as being 'a true professional'.

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

- The organisation of the childminder's service is excellent. For example, she networks with other childminders to keep her practice fresh. She demonstrates a very strong passion for her work and is highly reflective in her practice. She is committed to her own personal development and actively pursues training opportunities to support children's learning and development. The childminder has highly effective systems for monitoring children's learning. She is alert to any areas where children may be at risk of falling behind. The childminder promptly raises her concerns with parents and seeks the thoughts of other professionals. This highly successful, collaborative working supports all children to make excellent progress.
- The childminder uses outstanding interaction and questioning to build on children's learning and language. She skilfully explains what is happening during activities, and uses descriptive language, such as 'scrunch up' and 'sticky', to broaden their vocabulary. Children become engrossed as they carefully add their blossom to a picture and competently cut strips of tissue paper, given their young age.
- The childminder skilfully offers a narrative to play and encourages children to

really explore the activities they access, such as when manipulating figurines and talking about what positions they can create with them. The childminder encourages children to really focus on what shapes they have created and to explore the movement of their own bodies to see if they can recreate the positions for themselves. Children persevere as they attempt to stand on one leg independently, using their arms outstretched to help them as they make their attempts.

- The childminder is highly skilled in identifying learning opportunities to help build on children's early mathematical skills. She enthusiastically encourages children to practise counting as part of their daily routines or within activities. For example, children begin to understand the concept of adding one or two more when counting objects and increasing the numbers within their towers they create out of curtain rings. They explore mathematical concepts of 'more' or 'less' as they compare who has the most rings in their towers.
- The childminder has a superb understanding of how to liaise with other professionals to help to promote children's learning. She holds regular conversations with key adults and has developed a communications diary to ensure important information, including children's developmental successes and current areas of focus, is shared between other early years settings that children may attend, such as pre-schools, to ensure there is continuity in the children's learning.
- The childminder is accomplished in empowering children and developing their self-esteem and independence. She continuously encourages children to try things out for themselves and celebrates with them when they are successful. The childminder encourages children to help each other with tasks, such as washing their own hands. They support each other by turning on the taps and pumping the soap for one another.

## 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. She closely monitors children's use of technology and ensures parental controls are in place to keep children safe online.

## Setting details

<b>Unique reference number</b>	112375
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136170
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	14 September 2015

## Information about this early years setting

The childminder registered in 1999 and lives in Waterlooville, Hampshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification level 4. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Denman

### Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises the resources and plans experiences for children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- Parents shared their views through written feedback, which the inspector reviewed and took account of.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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