

Childminder report

Inspection date:

26 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 has very high expectations for children's learning and development. Children readily engage in the stimulating activities she provides with their friends or simply enjoy some quality quiet time focused on resources of their own interest. On all occasions, the children interact extremely well together and demonstrate exceptionally close relationships with each other. For example, older children show a keen interest in creative arts and make up their own songs. They invite their friends to join in, which builds on the confidence and developing language of their younger peers.

Children feel extremely secure and have incredibly strong bonds with the childminder. They thrive in her care and show high levels of compassion for others. For example, when toddlers successfully connect guttering together, older children praise them, boosting their self-esteem. All children are curious and keen to solve problems. Toddlers illustrate this as they focus intently and successfully discover how to raise the guttering so the balls will flow down. Older children work exceptionally well together to build a volcano and actively discuss and respect the ideas of their friends.

The childminder enhances children's understanding of personal safety exceptionally well. Children demonstrate this as they recognise visual and written warning signs and know to be careful on slippery surfaces. They turn their heads when reversing their ride-on vehicles and carefully avoid any collisions with their friends. Children add traffic lights into their play and show an excellent understanding of road safety.

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

- The quality of teaching is exceptional. The childminder assesses children's progress accurately. She uses this information extremely well to plan stimulating learning experiences based on the children's individual needs, experiences and prior learning. The childminder illustrates this as she introduces new words and concepts at every opportunity. For example, as the children built their volcano, the childminder introduced words such as 'eruption' and 'lava', and gave children ample time to discuss their ideas.
- The childminder involves parents in every aspect of her provision. She builds an extremely effective two-way communication system and provides them with guidance on how they can continue children's learning at home. This fosters children's emotional well-being and they demonstrate this highly effectively. They are extremely confident to tell visitors in detail about the outings they enjoy with their parents and how they made musical instruments with their parents at home. Parents are extremely complimentary about the high-quality

service the childminder provides.

- The childminder expertly builds on children's early mathematical skills as they play. For instance, toddlers show excellent matching skills and complete complex puzzles for their young age. Older children enjoy ball games and predict how far they will travel. They problem solve and think about what they need to do to make them move faster. Children are mindful of the safety of others. Older children illustrate this as they naturally adapt their game when their younger peers join in and lay down to block the balls. All children thoroughly enjoy their play. They laugh and giggle as they make up their own games. This builds on their physical skills highly effectively.
- The childminder fosters children's health and well-being, and this helps to build on their independence skills exceptionally well. For example, children put their hands over their mouth when they cough and know to wash their hands. Older children use their colour-coded flannels and towels without prompting and younger children receive age-appropriate support. Children demonstrate an extremely positive attitude in caring for their environment. For example, after eating their lunch they put their rubbish in the correct recycling bins as part of their daily routine. This helps them to develop a superb understanding of the wider world.
- The childminder plans exciting trips for children to experience their local community. For instance, children delight in standing on bridges and watch with awe and wonder as trains pass beneath them. The childminder fosters these opportunities to help children learn how people may travel. She extends this further and encourages children to listen to other sounds in their environment. Children talk about the aeroplanes that pass over the childminder's home and discuss where they might be flying to in the world.
- The childminder has a clear vision for her future provision. She swiftly identifies any training needs and builds on her skills and knowledge to successfully support the individual learning of each child. For example, she has completed courses to enhance her knowledge of children's communication and language development. Children make rapid progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection issues, including wider safeguarding concerns. For example, she fully understands her duty to prevent children from being drawn into situations that put them at significant risk of harm. The childminder confidently explains reporting procedures should she have concerns about the welfare of a child. She implements her policies and procedures extremely well and routinely follows up any unexplained absences. The childminder supervises children highly effectively and completes regular risk assessments. This helps to ensure the environments children use are free from hazards.

Setting details

Unique reference number	EY442335
Local authority	Hampshire
Inspection number	10136729
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2012 and lives in Basingstoke, Hampshire. She operates from 7.30am until 6pm on weekdays throughout the year, with additional hours by special arrangement. The childminder provides funded early education for three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was reviewed by the childminder, including training certificates and public liability insurance.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do, and discussed her observations with the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020