

Childminder report

Inspection date: 12 March 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's curriculum is meticulously planned and precisely tailored to meet the individual needs of all children. This ensures that teaching and learning are highly focused on what children need to know and learn next. Children benefit from exciting and enjoyable activities. They are highly motivated and curious in their acquisition of knowledge. For instance, children notice that the 'word of the day' has been changed. The childminder uses this teaching opportunity to prompt a conversation about what the word 'funny' might mean to them. Children think and reflect on stories they have shared and exchange ideas about what makes them laugh. Older and younger children communicate fluently, articulately and with a wide range of vocabulary. The childminder's focus on promoting this area of their learning is inspirational.

The childminder is an excellent role model. She treats children with kindness and respect and values their choices and opinions. Children's behaviour is impeccable. Older children are very thoughtful. They recognise that younger children have differing needs from them and are very kind and considerate of their friends. Younger children are incredibly polite. They use good manners as they share resources and in their interaction with the childminder. The childminder's home is a happy and harmonious environment. The bonds between the childminder and the children she cares for are strong, trusting and respectful. This ensures that children are very happy, safe and well cared for. Children flourish and develop strong foundations for their future learning.

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

- The childminder places a strong focus on developing children's excellent literacy skills. Children relish opportunities to choose from the extensive range of books that the childminder offers. Her knowledge of children's individual interests and what will captivate their interest is inspirational. This ensures that children remain focused and engaged during shared stories. Children listen intently as the childminder reads to them and skilfully weaves in new learning. For instance, the childminder teaches the children about their digestive system, introducing new language such as 'oesophagus' and 'intestines'. She clearly explains the meaning of new words. Children are excited to think how wide and long their intestines might be. The childminder reads exceptionally well, which helps children learn and absorb new knowledge effectively.
- Partnerships with parents and other early years settings children attend are well established and highly successful. The childminder regularly shares information with staff at other settings. Her successful sharing of what children know and need to know next enables her to complement play and learning experiences, tailored to their needs. Parents and school-age children speak very favourably

about the childminder. Parents comment on how the childminder shares ideas to support them in toilet training children, encouraging healthy eating and helping develop children's love of reading. For those children who need additional support the childminder works very closely with other professionals to ensure she complements this successfully. These strong bonds contribute to the skills and knowledge children gain and the success they make in their learning and overall progress.

- The childminder is very kind, calm and caring. She fosters children's personal, social and emotional well-being very effectively. Children are very confident. They are willing to try new things and persevere when learning is more challenging. For instance, younger children learn how to use scissors to cut out pictures successfully. They concentrate on the activity and develop excellent physical coordination skills. The childminder offers encouragement and meaningful praise as children succeed in new learning. Children's behaviour is exemplary towards each other. Older and younger children play very cooperatively together and respect and value the ideas of each other during shared play.
- Children benefit from excellent opportunities to learn about their local community and the wider world. The childminder offers children visits to the zoo and farms, trips to the theatre and opportunities to learn how to plant, tend, harvest and eat fruits and vegetables they grow. Children learn about other cultures, faiths and beliefs beyond their own families, to broaden their knowledge of the diverse world they live in. For instance, they learn about Chinese New Year and how language and writing can be expressed in different ways.
- The childminder continues to develop her excellent teaching skills and overall practice. Opportunities to develop her knowledge, which benefit children in her care, are well-thought-out and continue to embed excellent teaching practice. For instance, the childminder has developed her understanding of children's individual learning styles, to support her planning of activities. She has promoted greater opportunities to develop children's interest in literacy, such as introducing more factual books for them to use. Her uncompromising pursuit of high-quality learning for all children contributes to the exceptional levels of progress children consistently make, across all areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She supervises children closely at all times, including on all outings. The childminder has robust safeguarding knowledge. She makes good use of new information she gains from training to keep her child protection knowledge up to date. She knows how to identify signs and indicators that children may be at risk of harm, including from extreme views or behaviours. The childminder knows how to report these concerns, to keep children safe.

Setting details

Unique reference number	111716
Local authority	Hampshire
Inspection number	10136163
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 December 2015

Information about this early years setting

The childminder registered in 1989 and lives in Olivers Battery, near Winchester, Hampshire. The childminder provides care for children on Monday to Thursday from 7.30am to 6pm and on Friday from 7.30am to 4pm, for most of the year. The childminder holds a relevant childcare qualification at level 3 and is in receipt of funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The childminder gave the inspector a tour of the parts of her home children use and explained her curriculum.
- The inspector spoke to children, at convenient times, during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed a range of activities inside and outside and assessed the impact on children's learning. She evaluated some of the activities with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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