

# Childminder report

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Inspection date: 4 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 experienced childminder is passionate about her role. She provides a warm and welcoming home-from-home environment where children feel extremely happy, safe and emotionally secure. The childminder forms very strong bonds with the children and their families. This helps them to feel secure and also supports their self-confidence to develop rapidly.

Children are consistently engaged in meaningful play and learning in the extremely stimulating environment. They quickly become very confident to talk about what they want to do and select activities independently from the extensive range available. The childminder sensitively engages in play with the children and promotes their ideas and interests. Children visibly enjoy these interactions and eagerly include the childminder in their play.

Children's behaviour is exceptional. They have a clear understanding of the childminder's high expectations. The childminder reminds children to use 'kind hands' as they play and encourages turn taking as they play with the resources. Children are caring and very polite. They play cooperatively together and help one another to complete simple tasks. Children respond positively to requests and instructions given by the childminder. The childminder takes children out on frequent visits to broaden their experiences. For example, they regularly visit country parks, and attend gymnastics sessions and toddler groups. This enhances their large-muscle skills and helps to develop their social skills.

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

- The childminder's detailed observations of children support her to plan effectively for their learning. She knows them extremely well, and thoughtfully considers their individual needs. Children's progress is rigorously monitored and next steps in their learning are discussed with parents. This supports them to make excellent progress.
- Interactions are of a consistently high standard. The childminder frequently asks children to recall previous experiences. This helps children to consolidate their learning. For instance, as children choose their songs during music-and-movement activities, they link their song choices to those from their favourite social groups or previous holiday experiences.
- The childminder provides many opportunities for children to do things for themselves, such as managing their coat zips and attempting to put on their own shoes. Children feed themselves confidently and older children are beginning to attend to their own personal care needs independently. This supports all children to become highly competent at managing their self-care.
- The childminder forms excellent relationships with parents to ensure continuity

in children's care and learning. She gathers detailed information from parents about what children know and can do when they first start, and has ongoing conversations about their children's interests and achievements. Parents speak extremely highly of the care their children receive. They comment on the excellent communication and the progress their children make, and say the childminder is 'like family'.

- The childminder has a clear focus on supporting children's emerging communication skills. She offers narratives to children's play, which helps to provide a very language-rich environment. Children's early literacy skills are exceedingly well supported. For instance, the childminder reads stories to the children, adapting her pitch and tone to bring stories to life. Children attempt to join in with familiar phrases, especially when the story calls for squeals of delight.
- The childminder plans an immensely rich and varied selection of well-organised activities across the curriculum. She is highly skilful in extending children's learning and she expects a lot from them. For example, she encourages children to name the colour of the brick as they count. They discuss quantities, such as who has 'more' or 'less'. This supports children's emerging early mathematical skills.
- The childminder is a dedicated professional. She is committed to extending her knowledge and training, for instance through webinars and targeted reading, to continually improve outcomes for children. The childminder has established highly effective links with other childminders locally. They regularly meet and share new knowledge. This also provides children with the opportunity to meet new people from the wider community and further supports their social skills.
- Partnerships with external provisions, including health professionals, schools and nurseries that children also attend, are extremely effective. The childminder ensures that excellent communication systems and meticulous information sharing contribute to collaborative working, which hugely benefits each child.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly conscientious with regard to her responsibility for safeguarding children and promoting their welfare. She has an excellent knowledge of the signs and symptoms of abuse, and knows the processes to follow if she is concerned about a child. She has accessed training to enhance her knowledge of the 'Prevent' duty and wider safeguarding issues, such as child sexual exploitation and 'the toxic trio'. The childminder talks to children and parents about internet safety. The childminder's home is safe, secure and very well maintained. She fully promotes children's good health.

## Setting details

<b>Unique reference number</b>	EY439165
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136714
<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 at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	21 March 2016

## Information about this early years setting

The childminder registered in 2011 and lives in the Hedge End area of Southampton, Hampshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Denman

### Inspection activities

- The inspector and the childminder held discussions to understand how the early years provision and curriculum are organised.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- The inspector took account of the views of parents, children and other professionals through written testimonials.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living and/or working 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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