

Childminder report

Inspection date: 11 March 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

Children thrive in this exceedingly warm and welcoming setting. Young children play together well and show genuine affection for their friends. Children establish excellent relationships with the childminder and her assistant. They are confident and independent learners and display high levels of emotional well-being during play. Children play harmoniously together as they share toys and resources exceptionally well and spontaneously help each other. Children are kind and extremely polite. For example, young children instinctively say 'please' and 'thank you' to each other. The childminder skilfully engages children in meaningful conversations to extend their communication skills. Children flourish as the childminder gives them specific positive praise for their efforts and achievements. The childminder gets to know children and families exceptionally well from the onset of care. This helps her to gain an in-depth understanding of what early experiences children have. She uses this information well, as the foundation of children's education. For example, the childminder precisely identifies what children need to learn next and has this at the heart of her planning and teaching. Children have an excellent understanding of how to manage their own feelings and emotions and are beginning to understand how others are feeling by looking at their expressions. This helps them to develop a sense of empathy for their friends as they spend their days together.

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

- The support for children's learning is outstanding. The childminder makes full use of every opportunity to maximise children's learning. Children have wonderful experiences in the inviting outdoor area. They thoroughly enjoy investigating in the mud, sand and water. The childminder skilfully assists play and offers thought-provoking suggestions to extend children's learning even further. Through their explorations, children learn about growth, life cycles and the changes in seasons. For example, children commented on the 'pretty yellow flowers' growing. The childminder explained that they are a sign of spring and are called daffodils. The children confidently identified that some flowers were smaller and others bigger. This helps to develop children's emerging mathematical skills.
- Children have excellent opportunities to develop their early reading and writing skills. Older children have access to materials that enable them to freely draw and make marks. Toddlers and younger children explore a wealth of sensory activities that help to develop their small hand muscles. Books are displayed at low level to encourage children to freely select their favourite stories. The childminder and her assistant make sure that songs, rhymes and stories are at the heart of everyday routines.
- The childminder uses highly effective strategies to help children to build on their

communication and language skills. For example, the childminder talks to young children in clear and soothing tones. She often repeats words and clearly models language and pronunciations. The childminder uses visual aids and signing to strengthen her words and meaning. Children learn to become extremely confident communicators.

- Children thoroughly benefit from meaningful learning across all areas of the curriculum. The childminder accurately assesses what children need to learn. Working closely with parents and other agencies, she identifies precise targets. This enables children to build on what they know, and it skilfully extends their knowledge. All children make excellent progress, including those with special educational needs and/or disabilities.
- The children have wonderful opportunities to explore the wider world. They delight in going on outings to local attractions and venues, such as farms, zoos, aquariums, country parks, local beaches, libraries and social groups with friends. The childminder uses these opportunities to introduce ideas to spark children's curiosity and imagination, as well as support children's social development and experiences in larger groups.
- Parent partnerships are excellent. Parents are provided with a wealth of information about their children's care and development. Parents speak extremely highly of the childminder and her assistant. They praise the strong relationships their children form with them and the excellent communication that they receive. Parents compliment the superb support their children receive in their learning and describe the childminder and her assistant as 'going above and beyond' in their ways to support them as a family.
- The childminder is incredibly enthusiastic about providing very high-quality care and learning for all children. She recognises the importance of continually reflecting on, and developing, her already outstanding practice. She completes regular training, for example webinars and online courses, to keep up to date with new initiatives. She liaises with childminder peers and ensures her assistant accesses appropriate training to keep her skills and knowledge refreshed. The childminder also shares information with other providers, such as local schools and pre-schools, to ensure consistency in all children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an extensive knowledge of how to keep children safe. They are vigilant and thoroughly assess risks to keep children safe in the home and when outdoors. The childminder has gained extensive knowledge from regular 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.

Setting details

Unique reference number	EY411379
Local authority	Hampshire
Inspection number	10136630
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	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 November 2015

Information about this early years setting

The childminder registered in 2010. She lives in the Bursledon area of Southampton in Hampshire. The childminder works with an assistant. The childminder is open Monday to Thursday, from 7.30am to 5.30pm, all year round except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and is registered to receive the government funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Denman

Inspection activities

- The childminder completed a learning walk with the inspector across all areas of her home that children access. The childminder and inspector 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 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 written and verbal views of parents were taken account of by the inspector.
- The inspector looked at a sample of the childminder's documents, including 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.

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