

Childminder report

Inspection date: 10 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children feel incredibly safe and secure in the care of the extremely nurturing childminder and her assistants. They benefit from exceptional interactions which are affectionate and support children's very positive sense of well-being. The childminder and her assistants are highly sensitive when meeting children's needs and feelings. They treat children with upmost respect and consideration. The childminder and her assistants demonstrate this as they wait until children's play has come to an end before carrying out hygiene routines.

The childminder and her assistants have high expectations of all children's behaviour and conduct. They are excellent role models and support children well to show kindness and respect to one another. Children play extremely well together. For example, during art and crafts activities, they are keen to share the paintbrushes to allow more children to join in the activity.

Children are highly motivated to learn. The well-planned, stimulating environment promotes excellent opportunities for children to develop their ideas through play. Children are exceptionally curious when exploring a range of tools to make marks in flour and water. Older children develop fantastic pre-writing skills as they draw letters, which helps prepare them for the next stage of their learning. Meanwhile, younger children inquisitively explore what happens when mixing the two ingredients.

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

- The childminder and her assistants are enthusiastic at planning exceptionally stimulating activities for all children to build on their skills and knowledge. Younger children develop their perseverance as they problem-solve how to move buckets of water from one area of the garden to another. Older children show great imagination when building with construction materials. They display excellent communication and language skills which promotes a long and enjoyable learning experience for all involved.
- The childminder and assistants share enthusiasm for the curriculum intent and the implementation of children's learning. This provides an excellent learning environment which sees all children developing well. Children with special educational needs and/or disabilities (SEND) are supported well. The childminder has recently attended a training course to enhance her knowledge within this area. As a result, the childminder and her assistants challenge children with SEND effectively and appropriately.
- Children are extremely well behaved. They are content and demonstrate a real sense of belonging as they choose the toys and resources they would like to play with. Children show pleasure in choosing stories to read with their key person.

The childminder and assistants use these opportunities to highlight excellent communication skills to help build children's vocabulary. Children are eager to finish the sentences and join in with actions to their favourite stories. They develop extremely well physically as they delight in joining in with music and movement activities. Children thrive as they sing songs and follow dance routines. This contributes excellently to the healthy lifestyles that are seamlessly encouraged.

- The childminder and her assistants have an excellent knowledge of the areas they teach, which provides children with challenging opportunities to stretch their knowledge and skills. Children build their independence and resilience as they persevere with tasks, for example completing complex puzzles and using syringes to squirt water during sensory play.
- Children gain a wealth of experiences within their community and the world around them. They go on regular outings to the local nursing homes, where they interact with the elderly. The childminder has also made strong connections with a local librarian. She provides the children with story sessions and the experience of being in a library environment. This offers children excellent opportunities to learn about the community they live in.
- The childminder and her assistants demonstrate an excellent attitude to supporting children's behaviour. Their knowledge of child development and why children might present unwanted behaviour allows them to deal with these situations in a calm and consistent manner. The childminder and her assistants encourage children to develop their language and recognise their own emotions, for example when they are feeling 'worried'.
- The childminder provides her assistants with highly effective professional development and mentoring. She uses observations to monitor their teaching and provides constructive feedback to share her findings. This has a positive impact on her assistants' teaching skills and ability to evaluate their own practice. The childminder is forward thinking and shows a passion for her and her assistants to attend training in order to enhance their provision further. Recently, they attended a course which analysed children's play. This has influenced the range of sensory experiences that children receive and how practitioners facilitate children's own ideas.
- The childminder and her assistants have formed phenomenal professional relationships with local early years support, pre-schools and parents. Parents share excellent verbal feedback about the provision. They are extremely happy with the outings that their children experience, which inspire many weekend family trips. Parents also comment about the excellent level of communication provided in regard to their children's learning experiences and developments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a robust knowledge of their safeguarding responsibilities and provide a culture of vigilance for children. They demonstrate an excellent understanding of their local outside agency referral processes and what to

do should there be an allegation made against them. This safeguards children effectively. The childminder and her assistants are proactive in risk assessing their environment to ensure it is safe for all ages of children. When going on outings, children share their knowledge of what risks might be in the environment. This helps to develop their understanding of how to keep themselves safe very well.

Setting details

Unique reference number	120728
Local authority	Hampshire
Inspection number	10063337
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	0 to 7
Total number of places	12
Number of children on roll	24
Date of previous inspection	6 July 2016

Information about this early years setting

The childminder registered in 2001 and lives in Hordle, Hampshire. She operates Tuesday to Friday from 7.30am to 5.30pm, all year round, except for holidays. The childminder holds an early years qualification at level 3 and receives funding to provide free early years education for children aged two, three and four years. She works with two assistants.

Information about this inspection

Inspector
Hayley Doncom

Inspection activities

- The childminder and the inspector carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector carried out observations of the interactions and quality of teaching to assess the overall quality of education.
- Discussions were held with children, the childminder, her assistants and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included suitability checks and accident records.

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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