

Childminder report

Inspection date:

5 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

The childminder provides a wonderfully welcoming and nurturing environment where children truly feel like they belong. Children have their own entrance which is designed to help them develop high levels of independence as they find their pictures to put their coats on their own pegs. The exceptionally high levels of confidence children demonstrate show how exceedingly safe and secure they feel through their superb relationships with the childminder and her assistants.

The childminder builds on every child's individual interests with amazing effort to provide wonderful and meaningful learning opportunities that strongly support them to meet the high expectations she has for them. She uses her extensive understanding of children's interests to provide inspiring and magical learning experiences that fill the children with joy. For example, children comment on how putting two spiders together helps them to grow into a famous superhero. The childminder provides bug collectors and pretend bugs. Children experiment with their bugs, and the next day 'Spiderman' climbs into the garden to surprise them, bringing immense delight to the children.

Children behave impeccably, and they have a strong regard for the rules. For example, they understand fully the rules for using technology, including tablets, and abide by these willingly. Children develop high levels of empathy as they pay careful consideration when deciding what to make as gifts for their mums. Children interact together in a wonderfully friendly and kind manner. They use their beautiful manners to ask for resources, which are handed over with pleasure by their friends.

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

- The childminder makes a big difference to the lives of children with special educational needs and/or disabilities (SEND). She empowers children to communicate their views and wishes, even when they have little language. The childminder takes swift and highly effective action to ensure that children receive the additional support they need to help them reach their full potential. She successfully helps children with SEND to manage their behaviour and feelings in a calm and positive manner.
- The childminder provides children with superb opportunities to celebrate their own lives while comparing these with those of their friends. Children learn that their families are all structured differently and that every family is special in its own unique way. In a poignant moment, children talk about how they have all used the same ingredients to make dough, but their doughs all look different, just like people.
- The childminder supports her assistants exceptionally well to improve their

already excellent teaching skills. She provides her staff with meaningful training and guidance to ensure they follow her strongly embedded aims with great effect. Together the childminder and her assistants form a nurturing and caring team that gels together well to ensure the best possible outcomes for all children.

- The childminder uses incisive evaluations to make changes which enhance children's outcomes and enjoyment even more. She strongly values children's views and goes above and beyond to make their wishes come true. When children requested a football pitch and a bouncy castle, the childminder demonstrated her remarkably thoughtful and determined attitude by hiring a hall in which they play football and have a bouncy castle twice weekly.
- The childminder understands every child extensively and recognises precisely how they learn. For example, when she notices that less vocal children find their voice when they engage in role play, she provides highly inviting and well-resourced role-play areas that build on children's previous experiences. She uses these as an excellent means of promoting language development.
- The childminder plans activities meticulously. She delivers them with tremendous skill to make the simplest activity hold children's concentration for prolonged periods and to cover a multitude of areas with maximised outcomes. When children make dough, they focus deeply as they test out ideas and solve problems, for example how they can change the colour or substance of the dough. They engage in conversations that are rich in mathematical concepts. They begin to recognise numerals and count the correct number of spoons as they add ingredients. The childminder continually builds on children's ideas to extend and consolidate their learning, using her exemplary teaching skills.
- The childminder establishes extremely strong relationships with parents. She goes out of her way to support the well-being of children and their families. Parents discuss the wonderful emotional support she has given them during tricky times. They praise her brilliance and in establishing consistent routines for managing children's behaviour. The childminder involves parents greatly in children's learning, including by sharing books to enable children to enjoy their favourite stories at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder successfully ensures that she and her assistants understand precisely how to recognise if a child's welfare is at risk. They all have an extremely confident knowledge of how to protect a child if a concern arises. The childminder provides frequent training to ensure that her assistants remain confident and vigilant with regard to all aspects of safeguarding practice. The childminder empowers children strongly to learn how to keep themselves safe. Children frequently risk assess as they play. They confidently discuss the rules that are in place to keep them safe. For example, they comment on how eating the dough they are making would make them ill.

Setting details

Unique reference number	EY415294
Local authority	Hampshire
Inspection number	10136640
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	12
Number of children on roll	17
Date of previous inspection	7 December 2015

Information about this early years setting

The childminder registered in 2010. She lives in Fareham, Hampshire. The childminder works with three assistants and operates her service Monday to Friday from 6am to 7pm, for 46 weeks of a year. She closes for one week at Christmas, one week at Easter, May half term and three weeks in August. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder and one of her assistants have recognised early years qualifications at level 3.

Information about this inspection

Inspector
Kerry Lynn

Inspection activities

- The childminder took the inspector on a learning walk of her setting, where she discussed her ethos and how she implements this.
- The childminder's assistant who was present at the inspection spoke to the inspector about her experiences of working in the setting.
- Parents shared their views in letters addressed to the inspector.
- The inspector observed children and spoke to the childminder about the progress children have made from their starting points.
- The inspector checked that statutory documentation is in place.

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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