

# Childminder report

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Inspection date:

9 November 2021

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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**

Children thrive in the care of the extremely warm and caring childminder. Children develop a wide range of knowledge and skills ready for their future learning. They very confidently test out their ideas and solve problems, such as when building towers with blocks. This is because the childminder asks questions exceptionally well to help children to think for themselves.

Children are highly cooperative with the childminder and with each other. They listen very carefully to the childminder. For example, when the childminder sensitively explains the behaviour expectations. This helps children manage their feelings and behaviour extremely well, alongside gaining high levels of confidence and self-esteem. Children show exceptional care and consideration for others. For instance, they share toys very easily with each other, including offering favourite toys to their friends. Children develop an excellent sense of responsibility, including enthusiastically and very adeptly tidying up toys when asked.

Even the youngest children explore the stimulating and engaging environment with high levels of confidence. Children maintain their interest in their play and activities extremely well. The childminder is highly dedicated and committed to supporting all children to reach their full potential. In particular, children's language and social skills are prioritised. Children develop a wide range of vocabulary and understanding from a young age. They are listened to and given time to express themselves. This helps them to become exceptionally confident communicators.

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

- The childminder implements her curriculum incredibly well. She has an in-depth understanding of each child as an individual and what they need to learn next. She is highly effective in identifying what children know and can do already when they start. She skilfully provides all children with high-quality individual support and interactions, tailored to their needs. Children take part in fun and exciting activities and outings that capture their interest extremely well. For example, children take toy diggers and trucks to the woods to fill and empty with natural resources. The meaningful and purposeful learning experiences enable children to learn seamlessly, both indoors or outdoors. This very successfully extends children's learning and development and helps them to make excellent progress.
- Parents comment extremely positively about the childminder's care of their children. The childminder communicates and supports parents exceptionally well from the start. She provides ongoing communication to parents about their children's care, learning and development. For example, through reports, discussions and an online app. The childminder actively encourages parents to

be involved in their children's learning. She provides very well-considered advice and guidance, when appropriate. This promotes a highly consistent approach between home and the childminding setting.

- The childminder forms excellent partnerships with other settings children attend. She recognises the importance of working closely with them to provide a seamless approach to supporting children's care and learning needs. For instance, the childminder continually shares and exchanges information about children's needs with other settings.
- Children develop their independence exceptionally well. The childminder uses highly effective strategies to extend children's developing independence. She guides children skilfully to encourage them to try and do tasks for themselves. For example, peeling fruit and spreading toppings on bagels for their lunch. She ensures children have time to attempt tasks and encourages them to express specifically what they need help with. This enables her to provide the right amount of assistance and support children to persevere with tasks. This helps children to gain high levels of confidence in their abilities.
- The childminder skilfully and sensitively helps to develop each child's sense of self-worth and uniqueness incredibly well. She encourages and praises children meaningfully. For instance, when praising or rewarding children she clearly explains what they have done well. The childminder gently guides children's behaviour while ensuring they have very clear boundaries and expectations. Children respect the behaviour expectations and behave extremely well. The childminder teaches children exceptionally well about respectful behaviours, such as being kind and polite to others. These behaviours are highly evident in how children behave towards each other.
- The childminder undertakes frequent training and research to help keep updated with early years practice. She understands the importance of reflecting on the quality of her practice and provision. This includes gaining feedback from parents and children. The childminder uses this feedback alongside the new knowledge she gains through her professional development. This helps her to continually raise the quality of her provision even further.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given a high priority by the childminder. She follows effective procedures to help keep children safe, such as when going on outings. She teaches children about safe behaviours, such as using knives safely. The childminder has a strong understanding of safeguarding matters. This helps her to be fully aware of possible indicators of abuse and neglect, including those relating to extreme views. She keeps her understanding of safeguarding updated, including through regular training. The childminder has effective safeguarding information to refer to in the event of an allegation or a concern arising. This includes relevant contact details to make referrals if required.

## Setting details

<b>Unique reference number</b>	EY418134
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10137591
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory 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>	6
<b>Date of previous inspection</b>	27 August 2015

## Information about this early years setting

The childminder registered in 2010. She lives in Winchester, Hampshire. The childminder works Monday to Thursday from 8am to 5.30pm during term time only. The childminder has a recognised early years qualification at level 4.

## Information about this inspection

### Inspector

Sheena Bankier

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and took that into account in their evaluation of the setting.
- The childminder explained her curriculum and learning intentions for children.
- The childminder and the inspector evaluated the quality of an activity together.
- Parents provided written feedback to the inspector to gain their views about the childminder's setting and their children's experiences.
- The inspector observed daily routines and children's play and activities. Children interacted with the inspector and chatted to her.

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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