

# Childminder report

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Inspection date: 11 January 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children have secure emotional attachments to the nurturing childminder and demonstrate extremely high levels of confidence and self-esteem. They show that they have no doubt about their own capabilities and proudly give visitors a tour of the childminder's home. Children are captivated by the excellent range of hands-on learning experiences for them to choose from. This supports them to be motivated learners who are more than ready for starting school.

Children are extremely imaginative and demonstrate a love of learning. They show high levels of curiosity and illustrate this as they dig holes in the soil and make predictions as to what might happen when they fill them with water. Children work remarkably well together and look at different ways to transport mud across the garden quickly and effectively to make their 'soup'. They demonstrate exceptional behaviour, listen to the ideas of their friends and write a list of the ingredients they need. The childminder fosters these opportunities, to build on children's developing speech and language development. Children name and collect their natural ingredients. They build on their muscles incredibly well as they squeeze shaving foam into their mixture. The childminder provides excellent support for all children, including those who speak English as an additional language.

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

- The childminder provides the best possible outcomes for the children in her care. She is highly motivated to continue her own professional development and carries out extensive research and training to help benefit all children. The childminder consistently observes children and accurately evaluates what they can and cannot yet do. She uses this information exceptionally well to plan a rich programme of learning activities to target children's next steps in their development.
- Children are highly motivated and recall learning superbly. For example, they talk about their outing to the woods and discuss the fun they had sliding down muddy slopes with their friends. They are extremely keen to tell visitors about their listening walks in the community and recall what they heard. The childminder swiftly identifies when children need extra support with their development. This helps all children to reach their full potential.
- The childminder supports children's health and well-being extremely well. For example, children discuss foods that are good for their bodies and make play dough teeth as part of an activity related to oral hygiene. Children show high levels of determination and peel and cut up their own fruit. They discuss different textures and show an excellent understanding of where fruit and vegetables come from, such as the ground or on bushes.
- Children benefit from extensive exercise, fresh air and physical play every day.

For example, they visit many places of interest, such as the local woods and the play park. They delight in walking to the railway bridge and count the train carriages as they go by.

- The childminder actively involves children in risk assessing outings. On the day of the inspection, children held up red and green flags and discussed the importance of being careful around cars and crossing roads safely. The childminder has robust arrangements in place to help develop children's awareness of emergency procedures, such as fire evacuation.
- The childminder portrays differences positively and helps children to embrace everyone's uniqueness. Children share photos of themselves and their families and celebrate the different languages they speak.
- The childminder supports children's speech and language development highly effectively. For instance, at the inspection, children focused intently and confidently named dinosaurs as they connected their puzzle together. They matched dinosaur models to the puzzle and used descriptive words, for example 'long neck' and 'sharp teeth', to compare similarities and differences.
- The childminder promotes children's understanding of behavioural expectations exceptionally well. For instance, she uses visual aids to help children to manage their feelings and emotions and to regulate their behaviour.
- The childminder works exceptionally well with parents and other professionals involved in children's care. She shares termly reports with staff at other settings children attend and provides parents with a wealth of information to help them support their child's development at home. For example, she has worked extremely closely with parents to encourage them to read to their children. Parents comment positively about the childminder and the significant progress that their children have made since attending the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her responsibilities to keeping children safe. She ensures that she completes relevant training and updates her knowledge of safeguarding regularly. This supports her to identify the signs that might indicate a concern about a child's welfare. The childminder understands the appropriate processes to follow should she have concerns about children's welfare. For example, she knows what to do if she suspects a child is at risk from female genital mutilation. The childminder works exceptionally well with other agencies to ensure children receive the help and support they need. She ensures her home is a safe environment for children and any risks are minimised.

## Setting details

<b>Unique reference number</b>	151076
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136294
<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>	0 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	7 July 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Farnborough, Hampshire. She operates Monday to Friday, from 7.30am to 6pm, all year round. The childminder holds an appropriate childcare qualification at level 3. She is in receipt of funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Jane Franks

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector sampled some documentation.
- The inspector read written feedback from parents and took their views into consideration.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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