

Childminder report

Inspection date: 19 January 2022

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 are warmly welcomed into the highly skilled and experienced childminder's home-from-home childcare service. Her child-led approach to teaching helps children to develop the skills they need for the future. Young children begin to develop a very positive sense of self and their own individual uniqueness. For example, they successfully recognise themselves and others as they point to family photos, displayed at their height. The thoughtful childminder ensures that even the youngest children are fully included with the plans for the day. As such, they approach visitors to the setting with confidence and great enthusiasm, excitedly showing her where they like to play and offer her toys to join in their game.

Children's development is nurtured exceptionally well as the childminder makes fantastic use of children's favourite songs and music. She introduces singing and nursery rhymes throughout the day. This deeply broadens children's vocabulary and greatly promotes their listening skills. Children delight in the childminder's animated and high-spirited interactions. They clearly demonstrate their enjoyment as the childminder travels them across the floor on a space themed rug, while singing about the 'flying spacemen'. They laugh intently and ask for 'one more'. Children behave extremely well and have an excellent understanding of right and wrong from an early age, as the childminder implements highly effective behaviour management strategies.

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

- The childminder builds an ambitious curriculum around children's growing interests, preparing them with the skills they need for the future. She skilfully observes children at play and weaves her intentions for what children need to learn next into well-planned activities with precision. For example, she begins to introduce early mathematical concepts, such as 'big and small', through the telling of traditional fairy stories, using props and puppets to help bring the learning to life. She expands on the idea using facts and photos about different sized penguins. Children receive an abundance of praise as they suddenly point to the pictures stating, 'wow, big penguin'.
- The childminder places a strong focus on supporting children's healthy development. She has reflected on this area of her practice and how she can enhance this extremely well. Children spend time outside every day, regardless of the weather. They benefit from extensive exercise, fresh air and physical play that supports their growing coordination skills. As such, they learn to manage their own safety as they climb up ladders and crawl across interlinked cubes. The childminder mirrors her learning intentions outside. For example, children have opportunities to sort 'wild' animals into size order, lining them up around the garden, re-enforcing their new found knowledge of 'big and small'.

- Professional development is highly valued by the experienced childminder and targets supporting individual children in her care. The childminder liaises with other professionals and attends purposeful training opportunities that have a significant impact on sustaining excellent outcomes for children. For example, her research on children's well-being and how to support children to regulate their feelings and emotions helps ensure children feel safe and able to function socially.
- The childminder provides many opportunities for children to improve their reading and writing skills. Children pick up books and take them to the childminder who snuggles up to read with them. They listen with sustained concentration and demonstrate a real love for books. The childminder provides opportunities for writing and even the youngest children enjoy having a go. They practise their writing skills independently as they use chalks for making marks on the big chalkboard outside. Children select their own colours and share their resources willingly.
- Parents comment extremely positively about the childminder's care of their children. The childminder supports parents exceptionally well from the start. She provides ongoing communication to parents about their children's development. For example, through individual scrap books. Parents feedback that their children's speech is developing all the time, with consistent help and understanding from the childminder.
- The childminder uses highly effective strategies to extend children's developing independence. She skilfully encourages them to try and do tasks for themselves. For example, peeling fruit and cutting up 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.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises training and research to help her maintain an excellent understanding of safeguarding issues. This helps her to keep her knowledge about wider safeguarding issues updated. She has an extensive understanding of the different indicators that may suggest a child's well-being is at risk. The childminder knows precisely what to do should she have any concerns about a child's welfare.

The childminder supervises children at all times and ensures her home is safe and secure. Robust risk assessments, available for all areas of her home and when on outings, ensure that children are safe when in her care.

Setting details

Unique reference number	EY406090
Local authority	Hampshire
Inspection number	10137590
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 November 2015

Information about this early years setting

The childminder registered in 2010. She operates her service from her home in Fleet, Hampshire. She works from 7.30am to 6pm Monday to Friday, all year round. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector obtained the views of parents through written feedback.
- The inspector sampled a range of documentation, including the safeguarding policy, paediatric first-aid certificate and public liability insurance.
- The childminder and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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