

Childminder report

Inspection date: 3 February 2022

Overall effectiveness	Outstanding
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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 exceptionally confident in the childminder's care. For instance, they approach the inspector to ask her to sanitise her hands on arrival. Children show that they are very proud of themselves and relish the warm praise from the childminder.

Children benefit from a childminder who is highly passionate about children's care and learning. She has an excellent understanding of empowering children to succeed. Children are very eager to get involved in anything the childminder offers them from the abundant range of resources she provides. They are self-motivated and enthusiastic learners.

Children respond very positively to the extremely high expectations the childminder has for them. They demonstrate exceptional independence, confidently making choices and decisions, and leading play. Children tidy up resources when they have finished with them. They show remarkable resilience and persistence. For instance, children return clothes hangers to the rail, stretching up high to reach. They complete complex pattern puzzles that they have previously struggled with. Children very clearly develop a 'can-do' attitude to learning.

Children are immensely supportive to their friends. They help each other to dress up in role play clothes and hand out lunch boxes from the fridge. Children's behaviour and manners are exemplary. They play cooperatively with each other and become highly absorbed in their learning, demonstrating excellent attention and focus.

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

- The childminder has very clear ideas of the skills she wants to teach children. She has a deep understanding of how to support children's learning. The childminder plans a rich curriculum that is sequenced very effectively. Children learn the small steps needed to achieve success in bigger targets. This highly effective approach ensures that all children make excellent progress in all areas of learning.
- The childminder knows the children extremely well. She skilfully asks questions to draw out their learning and extend their knowledge even further. When children play with bubbles, for instance, the childminder asks them about the different colours and sizes they can see. She introduces children to new words, commenting that the bubbles stuck together look like 'clusters of cells'. At every opportunity, the childminder teaches children and supports their learning remarkably well.
- The childminder sensitively supports children to develop very effective

communication skills. She uses innovative activities to encourage children to pronounce their words correctly. The childminder shares ideas to extend children's vocabulary even further with parents, such as descriptive word lists. Children are exposed to an abundant range of new words as they play.

- Children enjoy looking at books. They listen very attentively as the childminder reads to them. Children then confidently retell the story in their own words to their friends. They are developing exceptional early reading skills.
- Partnership working with parents is extremely well established. During COVID-19 restrictions, the childminder went above and beyond to support children in their learning. She shared resources with families, for example, and encouraged them to join her in live online sessions. This helped to ensure those children who could not attend her setting continued to be supported in their learning. Parents comment they are inspired by all the childminder does with their children to support their learning.
- The childminder recognises that children's social and emotional development is key to their future success. She frequently takes them to mix with other children, with other local childminders and at social groups. This gives children the opportunity to mix and play with others, gently supporting the development of their self-confidence.
- The childminder is an extremely positive role model. Children share and take turns with ease. They flourish in the childminder's care.
- Children learn about recycling through highly effective activities and during daily routine experiences. For instance, they collect seeds from beans they grew last year to sow again this year. Children confidently sort out compost from rubbish. They understand how to make resources to play with, such as empty milk tins, rather than buying new resources. The childminder uses every opportunity to teach children enriching life skills.
- The childminder is highly proactive in reading and attending training to improve her already exceptional skills and knowledge. She carries out research to give children the very best opportunities and experiences to deepen their learning. Children use online videos to learn about wider cultures and festivals. They visit the local area and learn about the community. Children very confidently compare similarities and differences as they learn about the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She knows about an extensive range of safeguarding issues and indicators of abuse. The childminder knows exactly what to do to take swift action if she has any concerns about children's welfare. Regular training and very effective reflection ensure that her knowledge is current. The childminder carefully assesses her learning environment to make sure it is safe for children to play and learn in. Children have an excellent understanding of the simple rules and boundaries in place to keep them safe and healthy.

Setting details

Unique reference number	150743
Local authority	Hampshire
Inspection number	10136286
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 2001. She lives in Bishopstoke, Hampshire. The childminder provides care from 7.15am to 6.30pm, Monday to Friday, throughout the year. She has a level 3 qualification in childcare. The childminder receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Emma Dean

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 childminder and has taken this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of adults living at the premises.
- Parents shared their views of the setting with the inspector.

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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