

# Childminder report

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Inspection date:

8 February 2022

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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	Good

## What is it like to attend this early years setting?

### The provision is outstanding

There are high expectations for all children to flourish and make the best possible progress. Children have numerous varied experiences, particularly outdoors, that successfully capture their interest in learning. For example, during outings to woodland areas, children enthusiastically follow 'Gruffalo' trails. They talk about what they can see, hear and smell. Children are inspired to listen to stories about the Gruffalo, sing songs and play musical instruments.

Children concentrate exceptionally well for their age, such as when they use small cooking ladles to carefully transfer water into China cups and teapots. Children thoroughly enjoy making cakes, decorating biscuits and learning about the colour, number and texture of ingredients.

Children are very happy, settled, safe and feel good about themselves. They behave exceptionally well and develop exemplary social skills. They thoroughly enjoy being together and often include others in their play. For example, when their friends arrive, they enthusiastically and confidently say, 'Come on, we are having a tea party.' Children laugh together with enjoyment when they play games of hide and seek. They use their imagination, communicate, share and learn to take turns, for instance when they play in a role-play ice-cream shop.

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

- The childminder has an exceptional understanding of child development, which she uses to challenge and extend children's learning. She provides children with an exciting curriculum and an exemplary range of activities, most of which take place outdoors.
- The childminder skilfully encourages children to make discoveries during their play and develop the skills they need for the future. She shows and explains to children how to do things and then gives them time to try things for themselves. The childminder's highly focused, enthusiastic and energetic approach successfully motivates children to learn. For example, she introduces dancing activities that link to children's favourite songs.
- The childminder has greatly improved how she supports children's early reading skills. She incorporates books into many of the activities, indoors and outdoors, which are often led by the children's interests. For instance, after listening to a story in a woodland area, children painted rainbows and sang related songs.
- The childminder uses every opportunity to extend children's language development. For example, she regularly takes children to a farm where together they feed animals, talk about the sounds the animals make and what they are doing. The childminder sets up cinema events and encourages children to talk about their favourite films.

- The childminder frequently introduces mathematical language during children's play. For example, she challenges children to fill containers with water so they are 'half full' and 'full'. She supports children who are interested in numbers. For example, she helps them to learn how to do simple addition and subtraction using sticks they find on outings.
- Since the last inspection, the childminder has significantly improved the ways in which she helps children to develop their independence skills. She consistently encourages children to do things for themselves. For example, after snack time, she thanks children for helping to put fruit skin into a bin and encourages them to work as a team. Children help to put their plates into the dishwasher.
- The childminder strives to continually improve and enrich children's outstanding care and learning. She often completes training to learn more and improve outcomes for children. For instance, she uses knowledge gained from the training to help children become highly inquisitive learners.
- The childminder works exceptionally well in partnership with parents. She shares extensive information with parents to successfully meet children's individual needs. Parents report that they are extremely happy that the childminder takes their children on numerous outings. They say that this is particularly important to them as their young children have not been able to socialise during the COVID-19 pandemic.
- The childminder is an excellent role model for children. She inspires children to learn through her exceptional communication and interaction with them. She patiently encourages children to share the resources and suggests they do activities together. The childminder calmly explains expectations for behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder gives top priority to keeping children safe and meeting their individual needs. She has an excellent understanding of her role and responsibility to safeguard children's welfare. The childminder completes safeguarding training, which includes the 'Prevent' duty. She meticulously risk assesses her home, activities and outings and is extremely vigilant about removing any hazards. The childminder teaches children how to stay safe, for example when they are in car parks during outings. She has an excellent knowledge and understanding of statutory requirements for the use of mobile phones and cameras, the internet and social media.

## Setting details

<b>Unique reference number</b>	EY498588
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10221206
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	14 August 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Alton, Hampshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday. The childminder holds a relevant qualification at level 3. She provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Cathy Greenwood

### 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 that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the childminder.
- The inspector talked with children, parents and the childminder.
- The inspector observed children's play and discussed their development with the childminder.
- The inspector had a learning walk and carried out a joint observation with the childminder.

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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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