

# Childminder report

---

Inspection date:

16 February 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 flourish in the childminder's care. Relationships between children and the childminder are respectful and nurturing. Children develop excellent levels of self-esteem and are confident and self-assured. Their behaviour is exemplary. Children recognise and value the differing needs of their friends exceptionally well. For instance, when older children want to borrow a piece of play dough, they respectfully ask younger children if they can share.

Children make excellent progress in their learning and development. Learning is meticulously tailored to their individual interests and expectations for what children can achieve are aspirational. Older children thoroughly enjoy mathematics. As they play games, they learn how to estimate, count to check and work out who is the winner. Their desire to learn is nurtured extremely well, which contributes to the excellent progress they make. For instance, children are keen to learn how to tell the time, as they excitedly say that it is 'one o'clock' and learn about half past the hour.

Children speak confidently and learn new words rapidly. For instance, toddlers talk about the smooth and rough surfaces of rollers, as they notice the patterns they make in play dough. Children enjoy sharing favourite stories and nursery rhymes. Toddlers turn pages, to find different animals. They 'roar' as they see the lion and lift flaps to find the hidden snake. Older children enjoy reciting 'Humpty Dumpty' and 'Twinkle twinkle little star' as they recognise that some words rhyme.

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

- The childminder's deep understanding of how to support children's personal, social and emotional development underpins all that she does. The childminder works tirelessly to establish strong bonds with all children. She supports them exceptionally well to move from their home to hers. Children settle happily. They develop strong, firm friendships with their friends and other peers. The childminder identifies the benefits these bonds have to the future learning experiences children will have, including when moving on to school.
- The childminder's understanding of what children need to learn is excellent and how she tailors the curriculum she provides for them is exemplary. Learning experiences are well thought out and children engage quickly, as they become highly absorbed in play. The childminder sequences learning extremely well. This helps children to continually build on the skills they have and moves them to learning new concepts and ideas quickly and with confidence. For instance, children count out bricks and practise balancing these on scales as they work out the 'heaviest' and 'lightest'.
- Opportunities for self-reflection are used extremely well by the childminder to

make changes that benefit children. The childminder uses a wide variety of training and networking opportunities to consistently develop her skills, knowledge and the curriculum. She has used training particularly well to help children make rapid gains in their communication, language and early literacy development. Parents are actively involved in their children's learning, such as sharing books to read and discuss at home.

- Children's communication and language skills are a strong focus of the childminder's exemplary teaching practice. Opportunities to model new language, explain the meaning of new words and encourage children to share their own thoughts and ideas are used exceptionally well. The childminder constantly introduces new words and sounds to further encourage children's language abilities. For instance, she models the names of colours to toddlers, repeating language clearly for them to hear and repeat back. Where children need additional support to close gaps in their speaking skills, the childminder puts in place highly effective support. As a result, children catch up rapidly, to enable them to be confident and articulate communicators.
- Parents and children speak very highly of the childminder. Parents say that the childminder shares a wealth of information with them. She helps parents of younger children with introducing new foods when babies are being weaned. When older children are toilet trained, the childminder shares a wealth of information with parents, to actively help their children master these new tasks. The childminder actively involves parents in their children's learning, which contributes to the excellent progress children make in their learning and development. Older children say that the childminder is caring and has respect for all of them. They say that they like playing with the toys and with their friends.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a very safe and secure environment for children in her home and on outings. She has outstanding knowledge of safeguarding, including the signs and symptoms of abuse. She has an excellent understanding of how to report concerns to the relevant agencies and when to do so. She is proactive in keeping her knowledge up to date with current information. Since her last inspection, the childminder has developed a greater knowledge of how to work with parents and teach children about online safety at home. This helps to support children's physical welfare.

## Setting details

<b>Unique reference number</b>	EY303262
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136435
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	4 May 2016

## Information about this early years setting

The childminder registered in 2005 and lives in Aldershot, Hampshire. She operates for most of the year from 7am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Tara Naylor

### 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.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents and older children shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022