

Childminder report

Inspection date:

18 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 are highly confident in their environment. They introduce themselves to visitors and excitedly talk about the birthdays they have celebrated at the setting with their friends. Children are captivated by the inspirational learning experiences available for them to choose from. For example, they show determination and keep trying until they succeed in transporting objects with different tools, such as tweezers. The childminder has high expectations for every child. The support for children's language development is exceptional. The childminder seizes every opportunity to introduce new vocabulary into children's play. For instance, children use words such as 'strong' and 'fierce' as they describe the wind and the trees blowing in the storm outside.

Children focus intently and work together to build a den. They welcome others in to their play, find the tools they need and explain to their younger peers how to use them. Younger children develop an early understanding of technology, such as how to turn on the lamp in their camp. Their older peers use their hands and fingers to investigate changing shadows. Children's behaviour is impeccable. They listen to the views and ideas of their friends and demonstrate this as they play together imaginatively. Children develop a deep understanding of people and families beyond their own experiences, for example by visiting the elderly. They show an excellent understanding of oral hygiene for their young age. Children talk to their pretend babies about healthy foods and the importance of cleaning their teeth every day.

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

- The childminder accurately assesses children's learning. She works highly effectively alongside parents to evaluate what children can and cannot yet do. The childminder uses this information extremely well to plan a curriculum that targets their next steps in learning. The outstanding engagement with parents helps to ensure consistent continuity in children's care and learning. Consequently, any gaps in children's learning close rapidly.
- Children are extremely motivated and show high levels of engagement in the stimulating learning activities created for them. For example, toddlers show excellent hand-to-eye coordination. They focus intently as they carefully post objects through slots and into containers, determined to reach their goal. Their older peers post a variety of coloured pegs into the correct coloured holes in a tube.
- The childminder supports children's mathematical understanding extremely effectively. For example, children transport and group coloured objects into 'emotion' jars. As they do so, the childminder encourages them to explore textures and to discuss differences in shape and size. She extends this further by

introducing language such as 'full' and 'empty'.

- The childminder fosters opportunities to help children regulate their behaviour. For instance, she talks to them about how they are feeling as they look in mirrors and make faces to match their emotions.
- Children benefit from extensive exercise and physical play indoors and outdoors. For instance, older children initiate indoor games such as hopscotch. Their younger peers roll and bounce balls and invite others into their play. Children thoroughly enjoy visits to many places of interest, such as national park venues. They illustrate this as they look at photographs and enthusiastically recall past events, such as pond dipping and climbing a tree house at famous gardens.
- The childminder pays excellent attention to supporting children's healthy development. She provides them with home-cooked, well-balanced and healthy meals every day. Children learn how different foods have different nutritional benefits for their bodies. For example, they discuss how calcium is good for their teeth and bones.
- Children demonstrate excellent independence skills. They put on their aprons, know to wash their hands for 20 seconds, and sit at the table ready for their lunch. Children demonstrate excellent manners. They say 'please' and 'thank you' and ask to get down from the table when they have finished eating. Children show the childminder and their friends high levels of respect. They work together to tidy up toys when asked to do so.
- The childminder is highly motivated to continue her own professional development. She constantly reflects on her practice and carries out extensive training to update and develop her already excellent teaching skills. This has significantly enhanced how she reflects on the different ways children learn and how she delivers intended learning. All children make outstanding progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional knowledge of how to keep children safe. She has an excellent understanding of the signs that may indicate a child is being abused. This includes wider safeguarding issues, such as internet safety. The childminder knows the procedures to follow and the people to contact should she have a concern. She constantly supervises babies and children to minimise accidents and keep them safe. The childminder teaches children how to manage their own risks. For example, children understand the importance of wearing helmets when riding bikes. They take part in evacuation drills and learn about road safety.

Setting details

Unique reference number	110953
Local authority	Hampshire
Inspection number	10136147
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 January 2016

Information about this early years setting

The childminder registered in 1994 and lives in Andover, Hampshire. She works flexible hours from Monday to Friday, for the majority of the year. The childminder holds a relevant level 3 childcare qualification. She is in receipt of funding 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 childminder and has taken this into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk for the inspector to establish how the early years provision and educational programme are organised.
- The inspector observed some teaching and interactions between the childminder and the children. She then considered the impact this has on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household.
- The inspector took into account the written comments from parents.

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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