

Childminder report

Inspection date: 12 May 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 thrive in the care of the highly attentive and dedicated childminder. They are extremely motivated and have a thirst for learning. Children are incredibly kind and readily offer praise and encouragement to each other. For instance, children say, 'Wow, well done' and 'Keep trying, you can do it' as they play.

The childminder is an exemplary role model and has high expectations for all children. She gives them time and undivided attention to fully extend their learning. For example, children are superbly supported by the childminder to develop their scissor control and are able to cut out shapes. Children excitedly shout 'Look I've done it' and beam with pride.

Children enthusiastically join in with the wide range of activities on offer. Children become immersed in learning, as the childminder captures their curiosity. For example, children relish counting the number of legs on pretend spiders hidden in soil. Younger children squeal with excitement while chasing bubbles and name the colours they can see. Huge smiles and shouts of awe and wonder can be seen and heard throughout the day. All children, including those with special educational needs and/or disabilities, are exceptionally well prepared for their next stage of learning, including school. The childminder expertly supports children in developing independence. Young children confidently peel bananas, open packets and use knives to chop fruit. They manage their own personal care needs well and learn the importance of oral hygiene as they talk about food that is too sugary. They delight in telling peers their teeth are 'healthy and strong'.

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

- Children's speech and language skills are superbly supported. The childminder speaks extremely clearly, asks children precise and well-considered questions and give them ample time to consider a response. She consistently extends children's language, using words such as 'juicy, crunchy, sweetness' and 'flesh', when discussing their snack. Children's use of vocabulary is extensive and encouraged at every opportunity. For example, the childminder introduces the word 'blonde,' while they look at similarities and differences in the way they look, which children use later in their play.
- Highly effective partnerships with parents and professionals allow for superb consistency in each child's learning and development. The childminder works closely with other agencies to ensure that children with identified delays in their development receive the support required, at the earliest opportunity.
- Parents are extremely happy with the care the childminder provides for their children. They say that the childminder provides an 'incredible setting' and 'goes the extra mile to make a difference for families.' She offers bespoke settling-in

sessions and home visits to meet the needs of all children.

- The childminder provides exceptional support for parents to improve the well-being of children. For example, she provides advice on potty training, sleep and the safe use of the internet. Parents comment that she 'Is an experienced and talented childcare professional, who treats the children with utmost respect and care.'
- Children's emotional well-being is supported and nurtured. The childminder provides them with ample opportunities to learn about feelings and respectful behaviours. She asks children's views and opinions to help them feel included and valued. The childminder seeks permission from children when carrying out care routines and asks older children if they would like privacy when using the toilet.
- Children demonstrate exemplary behaviour. They have great respect and care for each other. For example, they share stories while smiling and clapping in excitement together, hug each other, hold hands and invite each other into their games. As a result, children have improved well-being, self-esteem is high and they can fully immerse themselves in play to achieve their full learning potential.
- Children have excellent opportunities to visit places of interest in the local community and learn about different cultures, religions, and beliefs. Children regularly discuss people's disabilities, similarities and differences while out on trips. The childminder works hard to break down stereotypes that children in her care may have.
- The childminder continuously strives to improve her already excellent knowledge and skills, all for the benefit of the children she cares for. She regularly accesses training and completes research to keep herself up to date with best practice. For example, she has completed training to support children's emerging speech and language and monitors the impact this has on their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She attends regular training to keep her knowledge of child protection up to date and shares this in meticulous detail with her assistant. She is aware of the indicators of abuse, including wider safeguarding matters, such as radicalisation. The childminder has clear procedures in place for recording and reporting any concerns to the appropriate professionals. The childminder understands her responsibility to report any allegations made against her or any household members. She completes daily checks inside and outside her home to make sure it is safe and suitable for children.

Setting details

Unique reference number	150777
Local authority	Hampshire
Inspection number	10136287
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 6
Total number of places	6
Number of children on roll	19
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 2001 and works with an assistant for one day a week. She lives in Yateley, Hampshire. The childminder provides care on Mondays to Thursdays, throughout the year from 7.45am to 6pm. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Bev Boyd

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 provision.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- Children spoke to the inspector about the activities they were doing.
- The inspector and childminder completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents gave written feedback to the inspector for the inspection and the inspector took account of their views.

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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