

# Childminder report

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Inspection date: 24 May 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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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	Outstanding

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

### **The provision is outstanding**

Children are happy and settle extremely quickly. They have tremendously strong attachments with the loving and caring childminder. The childminder has exceptionally high expectations of the children and they behave well. Children learn how to be independent in their self-care from an early age. For example, very young children learn to wipe their hands and faces clean after lunch. Children are highly engaged in a range of different activities. Very young children excitedly show the childminder their fine motor skills as they pick up and place gems into small bottles. The childminder skilfully builds on children's prior knowledge. She encourages the very young children to twist the bottle lids on and off independently. She celebrates with the children as they beam in delight at their success. Children are exceptionally confident and make excellent progress in their learning and development. They are extremely eager to explore and are very curious about the world around them.

Very young children are given opportunities to explore and learn about food. For example, at snack time, they begin to learn how to cut up their fruit safely. This develops their independence skills further. It also provides children who are weaning with the opportunity to explore the different textures of food without a pressurised environment.

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

- The childminder has a very ambitious curriculum in place. It is highly diverse and challenges the children in their learning and development. There is a very high focus on children's personal, social and emotional development. The childminder believes this to be the most fundamental aspect of learning.
- The childminder is exceptionally knowledgeable about her children and their next steps in learning and development. The childminder expertly weaves these next steps into each activity. This helps ensure children make the best possible progress.
- The childminder is highly tuned into the experiences children may not have had. She expertly builds this into her outings. For example, children regularly take the bus from their quiet village to a busy nearby town. This is in addition to their frequent outings into the local community to explore the village, woods, rivers and parks.
- Parent partnerships are exceptionally strong. Parent feedback is highly complimentary. They comment that the childminder is 'caring and inspiring'. Parents highlight how the childminder values working with them and validates their worries. She then supports them and signposts to additional services as needed.
- Children who attend dual settings continue to make the best possible progress.

The childminder communicates frequently with the other settings. This helps to ensure continuity in children's learning and development. This includes working very closely with the other settings to meet the needs of the children. For example, they each use the same behavioural strategies to support children with their personal, social and emotional development.

- The childminder is highly effective with her own professional development. She reflects at the end of each day, both on her own practice and on what children have learned that day. She uses this to drive her performance forward.
- The childminder is highly skilled at demonstrating how things work to the children. Children are very motivated as they attempt it for themselves, using skilful prompts from the childminder. For example, she models how to make a doll sing 'Let it go' before encouraging children to try for themselves. The childminder develops their resilience as she keeps encouraging them to try and try until they succeed. Very young children light up in delight when they succeed at turning the doll on independently.
- Children are extremely confident in expressing their views as they babble away to the childminder. They are listened to and are given time to reply as they engage with the childminder. Children frequently hear new words to develop their vocabulary. For instance, the childminder introduces words, such as 'crinkly' and 'crown', as children make crowns using colourful sweet wrappers. They very eagerly try and imitate the childminder as they attempt to say the different words they hear.
- Children are immersed in stories as they use props alongside books. For example, very young children play with Royal Family dolls as they read about the Jubilee. They attempt to join in with favourite phrases from the stories, such as 'Hello George'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities in regard to safeguarding children. She has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. The childminder knows how to report these concerns to the relevant local agencies. This includes if there were allegations against herself or members of the household. She keeps herself up to date through training. The childminder has a very secure understanding of wider safeguarding issues, such as what to do in the event of a large scale emergency. She teaches children how to keep themselves safe. For example, children learn how to keep themselves safe when they play online games.

## Setting details

<b>Unique reference number</b>	111285
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136155
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	5 February 2016

## Information about this early years setting

The childminder registered in 1999. She lives in the village of Barton Stacey, Hampshire. She is open weekdays except Fridays, all year round. The childminder is able to offer funding for the provision of free early years education to children aged two, three and four years. The childminder holds a relevant childminding qualification.

## Information about this inspection

### Inspector

Natasha Jarvis

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intentions to the inspector during the learning walk.
- Parents shared their views with the inspector through written feedback.
- The childminder and the inspector discussed their observations of the children together.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents.

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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