

Childminder report

Inspection date: 16 June 2022

| Overall effectiveness | Outstanding |
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| 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 care of the nurturing childminder. They are extremely confident and self-assured in her stimulating home-from-home environment. This helps to build on their future life skills. For example, children recognise when the sun is appearing in the garden and naturally find their own hats and sun cream without prompting. Children are exceptionally creative and imaginative. They decide to build a car wash, think carefully about the resources they need and independently find them. Children manage their emotions exceptionally well. For example, when things do not go to plan and their hat gets wet, they calmly put it in the sun to dry. Children help themselves to drinks when they are thirsty and explain to the inspector that it is important that they stay hydrated.

Children are extremely motivated to learn and demonstrate high levels of perseverance. They illustrate this as they practise the concept of moving backwards and forwards on the swing in the garden, determined to succeed. Children exclaim 'I did it,' extremely proud of their own achievements. The skilful and highly experienced childminder knows when to stand back and when to offer sensitive support. She constantly praises and encourages children, which boosts their self-esteem.

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

- The childminder assesses children's learning meticulously and tailors a curriculum that consistently targets their next steps and ongoing progress. She works extremely well with parents and other professionals to ensure first-rate early intervention. All children, including those with special educational needs and/or disabilities, make outstanding progress from their starting points.
- The support for children's language and communication development is exceptional. Consequently, children develop an immense range of new vocabulary. For example, the childminder skilfully engages children and sets them a challenge to think of words that rhyme. She fosters their interests and introduces new words, such as 'pollen' and 'nectar' as children discuss wildlife. The childminder skilfully links in related songs as babies engage in play. She repeats words clearly as they pick up leaves and explore different textures.
- The childminder builds on children's understanding of the world remarkably well. For instance, children delight in visits to the village charity shop to buy resources, such as books. The childminder fosters these opportunities to teach children how to help those less fortunate than themselves. The impact of this shines through. Children demonstrate high levels of empathy and care for others.
- The childminder is highly motivated and constantly reflects on her provision to improve outcomes for all children. For instance, she has recently introduced

resources such as achievement certificates, which have had a significant impact on children's emotional well-being. The childminder carries out extensive research and training to update and develop her already excellent practice.

- The childminder supports children's mathematical understanding highly effectively. For example, older children group cars into colours. They use language such as 'more than' and 'less than' and confidently use sums to add up and take away.
- The childminder holds extensive discussions with parents about the well-being of children each day and shares detailed information, such as through digital media. Parents comment that the childminder goes above and beyond what is expected from her.
- Children benefit from extensive exercise and physical play in the garden and in the local community. They learn to take safe risks and build on their core strength as they confidently pull themselves up and move across equipment. Children thoroughly enjoy visits to many places of interest, such as to the forest. They enthusiastically recall past events and delight in showing the inspector pictures of them transporting logs to make a camp with their friends.
- The childminder supports children's health and well-being exceptionally well. She provides children with home-cooked, well-balanced healthy meals every day. Children are fully involved in preparing their own snacks and learn how different foods have nutritional benefits for their bodies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities to keep children safe and is fully aware of safeguarding procedures. She has an in-depth knowledge of the signs and symptoms of abuse, including radical and extreme views or behaviours, for example. The childminder is confident and knows what to do if she has a concern about a child. Safeguarding updates are integral to her practice, with up-to-date safeguarding training completed. The childminder's home is fully secure. She completes thorough daily risk assessments to minimise any hazards to children.

Setting details

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| Unique reference number | 110931 |
| Local authority | Hampshire |
| Inspection number | 10136146 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Date of previous inspection | 29 October 2015 |

Information about this early years setting

The childminder registered in 1998. She lives in Lyndhurst, Hampshire. She operates from Monday to Thursday, 7.30am to 6.30pm, and on a Friday morning. The childminder has a relevant childcare qualification at level 3.

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 that into account in her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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