

# Childminder report

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Inspection date: 4 July 2022

<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 extremely settled, safe and happy in the care of the childminder, who is exceptionally calm and warm in her approach. Children have excellent bonds with the childminder, who is incredibly skilled at facilitating and extending learning. She makes exceptional use of each and every interaction to further increase children's development. Children are extremely skilled in following simple instructions. For instance, when asked if they could find their shoes, they put them on with ease, showing immense skill for children so young. Children develop an excellent awareness of mathematics. For example, young children were able to explain that they had one more shell.

Children make exceptionally rapid progress in their communication and language development, including those learning English as an additional language. They use full and complex sentences during their conversations with the childminder. She is highly skilled in how she extends their learning during these discussions. Children gain vital skills at an extremely young age to manage their behaviour and emotions. The childminder uses distraction techniques effectively to redirect children's attention and to manage their behaviour positively. Young children show great delight in sharing their toys with others and demonstrate how to cooperate with others when they would like the toy they have. This shows exceptional knowledge for these young children.

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

- The childminder devises an extremely well-thought-out and sequenced curriculum. She has an exceptional understanding of children's different learning needs and styles. She uses this to plan highly individualised learning experiences and opportunities for all children, including those with special educational needs and/or disabilities. This means that there is an excellent impact on the outcomes for children.
- The childminder plans the whole environment exceptionally well and purposefully. Children show immense curiosity and excellent engagement in all that they do. For example, children develop an exceptionally keen interest in books. The childminder strategically places relevant stories around the home and garden to further encourage this. Children readily select the books and relish sitting alone or with the childminder.
- The childminder uses several exceptionally effective methods to support young children's communication and language development. For example, children can indicate that they would like a drink from selecting from the cards hanging on the childminder's lanyard. The childminder uses her new-found knowledge of sign language to further enhance children's options to communicate. These methods help children to communicate their desires in different ways and to

choose the way that suits their needs.

- Children learn about the enjoyment of music and different instruments, and they take an exceptionally active role in singing sessions. They learn to play complex instruments, such as pan pipes, and use props to instigate songs and rhymes. This enables children to choose the songs, such as when they picked out the bus to indicate they wanted to sing 'The Wheels on the Bus'.
- Children show immense determination and desire to persevere. For example, they carefully and skilfully placed the bracelets on the holder but knocked this over. With gentle and warm support from the childminder, they started again and completed this chosen task.
- Children show exceptional physical skills from a very young age. The childminder carefully and purposefully plans the sequence of learning for aspects such as being able to hold pens and pencils. She completely understands how to achieve this and, therefore, even young children can do so. For example, children held spray bottles, one in each hand, and were confidently able to pull the triggers to spray the water.
- The childminder excels in promoting children's awareness of similarities and differences. She completely embraces children's home languages in everyday play, such as when they explored the animals in the story session. Children take enormous delight in sharing their family photo books, sharing in-depth information which exceeds their expected levels of attainment.
- Partnerships with parents and other professionals are exceptional. Parents comment that the childminder 'always meets us with love and genuine calmness at the end of the day' and 'she is always very considerate, kind and patient'. They also report extremely positively about the support and communication during the COVID-19 pandemic. This enabled children to return to the setting and settle immediately.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection. She undertakes training and additional research to ensure that she is fully conversant with any new aspects of safeguarding. For example, she secured an in-depth awareness of online safety and differing cultural practices. Very young children show an excellent awareness of their own safety. For example, they understand how to negotiate the steps in the garden without support or prompts. They also move on to trying to step down without dropping and turning around to crawl down. This shows that this safety behaviour has been learned as part of a highly effective sequence.

## Setting details

<b>Unique reference number</b>	EY437617
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228602
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	5 September 2016

## Information about this early years setting

The childminder registered in 2011. She lives in Basingstoke, in Hampshire. The childminder provides care from 7am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Helen Penticost

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact of this on children's learning.

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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