

Childminder report

Inspection date:

2 August 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally well cared for by the warm and welcoming childminder. They have their individual needs met as a matter of priority. For example, each individual child has their own settling routine to ensure that they are happy and confident before attending full time. The childminder plans an exciting array of activities that support and extend children's learning and development brilliantly.

The childminder is entirely mindful and thoughtful of the impact that the COVID-19 pandemic has on children's social and emotional development. As a result, children take daily trips into the local community to build their confidence in social situations. For example, the childminder volunteers to support a playgroup once a week. This supports children in meeting and interacting with others outside of the home environment.

Children make outstanding progress in their learning and development. The childminder is particularly skilled and knowledgeable in her teaching. Children gain an excellent understanding of the world around them through varied experiences. For example, the childminder introduces the children to other faiths and cultures in modern Britain and children gain a valuable insight into how others live. She invites people into her home so the children can see their traditional attire. This sparks their curiosity and understanding of others through real-life experiences.

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

- The childminder is extremely knowledgeable. She knows exactly what children need in order to progress in their development. She knows each individual child impeccably well, which supports her in planning a highly effective curriculum. Children are emotionally and developmentally ready for their eventual move to school. For example, the childminder contacts local schools that children are going to attend. She gains an insight into what initiatives they use, and she incorporates this into her environment.
- Mealtimes are continued learning experiences for the children. Even the youngest children show high levels of maturity as they choose what they would like for lunch. They help the childminder select the items needed, and then sit together at the table to prepare their own lunches. Children learn to spread, peel and cut their own food. They show impeccable behaviour as they talk and interact at the table. They show delight when counting the number of items they have on their plates.
- The childminder has a secure knowledge of child development. Her assessments of children are accurate and highlight where children may need interventions. For example, when noticing that children were behind with their speech and language, she contacted the local authority. She subsequently went on a visit to

the speech and language unit. She got advice and ideas on how she could bridge the gaps. These initiatives were shared with parents and carers to ensure that there was consistency between the home and setting. Children have since made excellent progress.

- Partnerships with parents are highly effective. Parents are incredibly happy and appreciate the care and education that the childminder provides. Parents are kept regularly updated with detailed feedback about their child's development and what they are working on next. Parents are extremely grateful for the advice and support that they receive, which enables them to continue to support their children at home.
- The childminder naturally and skilfully provides a language-rich environment. She consistently supports children's speech development as they play and interact. She constantly provides a dialogue with the children. For instance, when children are exploring the small-world figures and ask what an item is, she provides them with the correct name. She then explains its purpose so children can use it within its correct context. For example, when children ask what the sledge is called, she tells them, and this word is then used within their play.
- Children have impeccable manners and show sustained levels of concentration at activities. When they encounter difficulties, they persevere and work through their own problems. For instance, when children are playing with the Duplo, they try to balance their cars. They show high levels of maturity as they continue to experiment with how they can keep the cars from falling. The childminder provides praise when children achieve. The effect of this praise is visible in the children's faces, and their sense of well-being blossoms.
- Children are provided with creative activities to enhance their physical development. When exploring outside, children show they are in their element. They run, they laugh and they take suitable risks. For instance, the childminder has submerged a slide into a bank in the garden. This provides the children with opportunities to climb and use their bodies to get to the top of the hill. Children scramble on all fours to make it to the top of the bank before shouting 'look at me', as they show pure delight in descending to the bottom.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully acknowledges that keeping children safe in her home is a top priority. The setting is safe and secure, with risk assessments in place to make sure that the resources are suitable, but still with a safe level of challenge. She ensures that her assistant is well aware of the risks to children, and subsequently how to record and report welfare concerns. The childminder is aware of the risks to children, including domestic violence, female genital mutilation, and county lines. She fully understands the reporting procedures to ensure that information is passed on to the relevant safeguarding teams immediately. She completes first-aid training every three years to ensure that she can provide medical attention when needed.

Setting details

Unique reference number	EY558432
Local authority	Hampshire
Inspection number	10190120
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 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Bransgore, Hampshire. She works with an occasional assistant. The childminder provides care from 8am to 5:30pm, Monday to Thursday, throughout the year. The childminder receives funding to provide free early years education for children aged two-, three- and four-years old.

Information about this inspection

Inspector

Kelly Southern

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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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