

# Childminder report

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Inspection date:

29 September 2022

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## **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 exceptionally safe, nurturing and homely environment. They show superb confidence and form strong attachments with the childminder. Children develop a thirst for learning and a wealth of skills and knowledge. For instance, they enjoy exploring what it is like to lay under the trampoline. They talk with confidence, discussing what they can see and how they feel.

The children join in the skilfully planned activities with great enthusiasm. For example, they are delighted to play in the water tray with the natural resources that they collected on their walk. They are exhilarated to discuss the items and whether they will sink or float.

Children have excellent opportunities to revisit and embed their learning. For instance, when playing in the water tray, they accurately recall the list of ingredients they used to make a 'volcano'. Using the water, they count how many scoops of each ingredient they needed. They put conkers in the pot of water to see how many it will take to make it overflow, recreating a volcanic eruption.

Children of all ages confidently manage their own personal hygiene needs and show increasingly high levels of independence. For example, they take care of their own belongings, putting away their coats and shoes. This helps to prepare all children well for starting school.

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

- Teaching is excellent. The childminder plans an ambitious curriculum that truly reflects children's needs and interests. She weaves all areas of learning into a wealth of interesting activities. Children enthusiastically explore the garden. They talk in detail about fire engines and using the water to put fires out. The childminder expertly extends the children's conversations and adds new vocabulary. For example, she pretends to be driving a fire engine and asks the children for directions of where she should go and what she should be doing. The children laugh infectiously and delight at shouting directions and state what she needs to do to keep everyone safe.
- The childminder is highly motivated. She demonstrates an incredibly high level of passion for early years and strives to be the very best that she can be. The childminder undertakes training that is targeted at enhancing her knowledge and supporting the children. She continually reflects on how she can improve the setting. As a result, children make excellent progress.
- Parents are exceptionally happy and complimentary. The childminder gets to know the children and their families excellently from the start. She completes a home visit to all children as part of their settling-in process. The childminder

keeps parents up to date with their children's progress and provides ways to extend learning at home. She supports military families extremely well by helping to ensure that parents and children can keep in touch while they are away from one another.

- Children's behaviour is exemplary. They learn to use manners, wait their turn and share the toys. Children are skilled at cutting their own fruit at snack time and pouring their own drinks. They are taught about safety and understand rules. For example, the childminder talked to the children about why they must cut their blueberries before they eat them. She explained to them about the risk of choking and how cutting them keeps them safe.
- The childminder has excellent working relationships with the local school. She plays an active role in children's transitions and ensures that they become familiar with the school and the teachers. The childminder takes part in visits to the school with the children and invites school staff to visit the children in her home. She provides detailed information to school staff about children's development. This helps to ensure that children feel completely safe and supported.
- The childminder inspires children to foster a love of reading from an early age and provides them with access to a wide range of high-quality books. She uses innovative ways to support children's recall and early reading. For example, she creates storybooks, using the photos taken during their exciting outings. The childminder uses excellent intonation and expression as she reads to the children, who are constantly enthralled. Children make superb progress in their language development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder is highly skilled and knowledgeable at recognising the signs that may indicate a child is at risk of harm. She is extremely confident in the action to take should she have concerns about children and has a secure understanding of how to make referrals. The childminder ensures that she completes relevant training and updates her knowledge of safeguarding regularly. Children learn how to keep themselves safe. For example, they take turns to jump on the trampoline. The childminder uses robust risk assessments for all areas of the setting, and when on outings, to keep children safe.

## Setting details

<b>Unique reference number</b>	EY437775
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228604
<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>	2 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	14 November 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Andover, Hampshire. She operates all year round from 7am to 5pm, Monday to Thursday. The childminder provides funded early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Nicole Atkinson

## 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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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