

Childminder report

Inspection date: 11 October 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from the childminder's exceptionally high expectations for their development. The childminder has an excellent understanding of how children learn. Her highly impressive interaction with children helps them to make outstanding progress. They eagerly snuggle up to her to share stories. For example, when looking at a book about planets, the childminder gives wonderfully clear descriptions of each planet, such as 'Mars is red and dusty, and it is very cold there.' This helps children link the colours to the relevant planets. Even the youngest children are able to point at the planets and name them correctly. Children show high levels of curiosity and demonstrate impressive levels of concentration.

Children develop exceptionally secure attachments with the childminder. The childminder's remarkably nurturing and relaxed manner helps them to develop a real sense of belonging. Their behaviour is highly impressive, and children play harmoniously together and demonstrate that they feel incredibly safe and secure. The childminder supports children's physical development particularly well and fully understands that children need daily exercise and fresh air. Children screech with joy as they run around the childminder's garden and choose from the abundance of resources on offer. This supports their fine and gross motor skills and builds large and small muscles for their ongoing physical development. Children have a wonderful time in the childminder's care. They happily engage in a plentiful range of exciting and stimulating activities that meet their own individual needs and interests superbly.

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

- The childminder has a highly impressive understanding of how to plan and implement the curriculum for all children. She observes children's progress and only moves to the next stage when knowledge is securely embedded. She plans a wealth of opportunities to support their next steps in learning. For instance, during a play dough activity, children roll dough into balls. The childminder uses words like 'round' and 'spheres' and names planets such as Mars and Earth. She intelligently links their existing knowledge and builds on this with other activities, extending their learning further. Children develop a highly stimulating understanding of the universe and simultaneously learn new words.
- The childminder impressively supports children's understanding of the awe of the natural world we live in. Children learn from, and within, nature. This is particularly beneficial for their well-being. The childminder's ability to make every activity an educational, fun lesson is exemplary and limitless. For example, children learn how beetroot grow in the childminder's planter. She explains to them that beetroot grow in the ground and incorporates new words, such as

'nutrients', into her informative conversation. Additionally, the childminder expertly weaves mathematical learning into the activity by asking children which beetroot plant is the largest. Children learn to communicate in a clear manner, using correct words and practising early mathematical skills.

- Children demonstrate extremely high levels of independence. Even younger children 'have a go' at putting on their own shoes and independently wash their hands. The childminder continually praises and encourages the children, which helps to develop their self-esteem and excellent independence skills.
- The childminder is an inspiring role model. She treats children with the utmost respect and kindly reminds them to say 'please' and 'thank you'. Her positive interactions have a highly effective impact on their social skills and development.
- The childminder is thoroughly committed to developing her own professional knowledge. She researches topics as they arise, based on the children's interest. If she has gaps in her own knowledge, she completes further professional development courses and attends webinars. The childminder fully understands the impact of her learning on her setting. This enables her to implement her curriculum superbly.
- Relationships with parents are highly effective. The childminder's tenacious efforts to remain a source of support and education for children and parents is evident in the outstanding feedback from parents. She shares precise information about the progress in their children's learning and identifies the learning goals of each individual child in her care.
- Parents are grateful for the many first-hand learning experiences the childminder offers. For example, children have the opportunity to visit the local library, using local buses and trains. They also enjoy visiting the childminder's allotment in the community garden, where they learn to grow vegetables. This gives them enriching experiences from the outset. The childminder shares pictures and messages of their outings with parents throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has exceptionally robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes regular training to help keep her safeguarding knowledge up to date. Her understanding of signs and symptoms of abuse, including radical and extreme views or behaviours, is strong. The childminder ensures that she is fully aware of the work of the local safeguarding children partnership. The childminder understands the procedures to follow if she has concerns about children's welfare. She has a secure knowledge of the procedures to follow should an allegation be made against herself or any adult living or working in her home. The childminder risk assesses outings to ensure children's safety is met continuously. This helps to ensure that she provides children with a safe and secure place to play and learn.

Setting details

Unique reference number	EY461451
Local authority	Hampshire
Inspection number	10228813
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Farnborough, Hampshire. She cares for children on weekdays, from Monday to Thursday, 8am until 4pm. The childminder accepts funding for the free provision of education for children aged two, three and four years. She operates all year round, except for family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Katharina Hill

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 inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder, and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of the inspection.

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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