

Childminder report

Inspection date: 18 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this warm and attentive childminder. Children are excited to see friends. They engage with thought-provoking resources. For example, a mat with eggs on, ignited an extremely exciting and engaging conversation between the children on the type of dinosaur that could hatch. They talked about the dinosaurs they have at home, readily naming a diplodocus and stegosaurus. The childminder skilfully extended the conversation asking about the size of dinosaurs.

The young children are extremely happy. There is an inspirational feeling of being treasured while in the childminder's care. She is an excellent role model, engaging in many conversations with them. The children delight in spending time with her and display a deep sense of security in her care. Parents talk about an exceptional setting that feels like home from home. They are exceedingly happy to see the joy on their children's faces, as they arrive at the setting.

Children's behaviour is exemplary. They are highly motivated and eager to join in. Children display high levels of concentration and deep engagement in the colour-mixing activity. They talk about making new colours and referred to the book used before with the colour chart. Children readily cooperate with one another, for example, when the childminder gives them a cup of ice. This ignites their curiosity, and they try to remove the ice from the cup, working together until it melts.

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

- The childminder is exceptionally skilled in making the most of each and every learning opportunity. She plans a meticulously sequenced curriculum, which supports children's progress extremely well. The childminder uses her teaching experience to take parents on the learning journey. For example, she explains the sequence of learning, which leads to being able to identify shapes and sounds.
- Children are extremely confident. They ask the visitor, 'would you like to join in?' Children persist with activities they find challenging. For instance, the skilful childminder teaches them how to squeeze the pipette, which helps develop finger strength. She reminds them of previous learning, warming the cup with their hands to let the ice pop out, to their delight.
- Children independently prepare their snacks, choosing fruits and vegetables. They confidently use a range of equipment and are eager to show how they use the scoop with the avocado. The childminder expertly uses this time to introduce simple mathematics. This includes counting and using simple fractions. For example, when the children are cutting up the banana, she asks them, 'where is half,' and they reply: 'in the middle'.

- The childminder's use of the local green spaces is outstanding. She gives the children opportunities to experience the awe and wonder of nature. She skilfully guides them to listen to the sound of wind in the trees, extending their vocabulary and teaching them new phrases, such as 'rustling leaves'. Children delight in collecting the natural objects they find, including leaves and cherries.
- The childminder supports children's communication, language and literacy skills exceptionally well. She reads in a very exciting way using different voices, which completely captures children's interest. She builds children's vocabulary with 'word of the day', and she revisits previous words during extremely high-quality conversations. The childminder is swift to identify areas of development in speaking, teaching children to say, 'I do it' instead of 'my do it'. Children thrive with this personalised learning and begin to correct themselves.
- The childminder skilfully intervenes when young children are overwhelmed with emotions. She supports them to identify how they are feeling and helps them make choices. This enables children to learn how to manage their behaviour from a very young age.
- The childminder has a deep understanding of child development. She attends professional development courses, most recently on neuroscience development during childhood. She uses this information to make an exceptional impact upon children and their families. She uses her teaching experience to disseminate her excellent knowledge in communication and language to support other childminders.
- The children enjoy a wide range of rich experiences. This helps them to understand different communities and prepares them for life in modern Britain. They learn about the wider world through frequent trips to the local farm and museums. The highly reflective childminder gives the children opportunities to build confidence, by mixing with other children in a range of different social situations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of the safeguarding issues within the local community and how to keep children safe when outside of the house. The childminder's knowledge is up to date, thanks to training she has attended. She promptly identifies signs and symptoms that mean a child is at risk of harm and fully understands her role in quickly referring to children's services. The childminder talks to the children about 'stranger danger' at a level they understand. The childminder has an excellent understanding of lone working and how to keep herself and the children in her care safe.

Setting details

Unique reference number	2594173
Local authority	Hampshire
Inspection number	10251335
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Andover, Hampshire. She provides care from 7.30am to 6pm, all year round. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Jo Parker

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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