

# Childminder report

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Inspection date:

22 December 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

Met

## What is it like to attend this early years setting?

### The provision is outstanding

The children excitedly arrive at the premises and excitedly run in to meet the extremely welcoming childminder and her enthusiastic assistant. They demonstrate the exceptionally secure and nurturing relationships they have built with the childminder and her assistant.

Children show that they feel extremely safe and secure in the childminder's highly attentive care. They spontaneously leap on the childminder and give her cuddles and hugs, beaming with happiness as they do so. Children rapidly build strong friendships and show their affection for one another by offering hugs and kind words. This demonstrates that children have excellent self-esteem and a sense of belonging.

Children show positive attitudes to learning and make rapid progress in their development. They gain an excellent understanding of mathematics and use purposeful mathematical language in their play. For example, they rapidly work out how many bricks they need to complete a pirate ship, and how many pirates they will need to fight off the 'enemy pirates'.

Children are polite and their behaviour is exemplary. They show exceptional kindness to one another and gain essential skills in managing their emotions. The childminder consistently supports children in their negotiation skills and helps them to understand the needs of others. For example, older children are mindful of the younger children. They involve them in their play and pass them fruit at snack time which is out of their reach.

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

- Children benefit from deep and meaningful interactions with both the childminder and her assistant. Their use of thought-provoking questions helps children to challenge and extend their own learning. For example, children are asked if they know the origin of mince pies and what they were originally made from. Children demonstrate excellent concentration skills as they think about this question and then give thoughtful responses.
- The childminder and her assistant constantly support children to be extremely independent, and excellently prepare them for the next stage in their learning. Children skilfully chop their own fruit to the right size using safe knives. They confidently self-select their own snack and hand some out to younger children. The childminder supports their learning further by asking children to compare the sizes of the chopped fruit.
- The childminder has a detailed understanding of children's individual needs. She uses this knowledge to plan a clear and sequenced curriculum to enable all

children to develop exceptionally well across all areas of learning. The childminder and her assistant take the time to devise activities which stimulate and highly interest children. They ensure the activities they provide are manageable and provide an effective and well-targeted challenge. For example, children are extremely adept at decorating Christmas baubles with various resources. As they do so, they are encouraged to think of the reason why we celebrate Christmas.

- Children are eager and curious learners. They have very positive attitudes towards learning and are highly independent. The childminder is extremely skilled at encouraging and extending children's interests and setting them challenges to try new experiences as they play. Children build a pirate ship together using bricks. The childminder encourages their excellent imagination skills by asking them to think about the position of the ship's engine. Children concentrate intently and decide together that it needs to be moved so it 'doesn't get wet and stop working'. Children show that they are happy and thriving in the care of the childminder and her assistant.
- Children are exceptionally self-motivated and active learners. They enjoy the outdoor learning environment and have many opportunities to learn about the wider world. For example, children take part in trips to a country park and museums. Children make excellent progress in their learning and develop exceptional friendships and imagination. For example, they talk about an upcoming party and how the 'party man' will be there to 'do tricks and balloons'.
- Children demonstrate an excellent love of books. They listen intently to their favourite stories and join in with familiar phrases, such as 'I'm going to have lunch with a Gruffalo'. Children excitedly laugh as a friend who is dressed as the Gruffalo roars and acts out the story with enthusiasm.
- Parents are highly complimentary about the childminder and her assistant. They talk about the wonderful communication and the detailed feedback they receive. Parents describe the childminder as, 'an extension of our family' and remark that she provides, 'a loving, caring environment'. Parents are involved in every aspect of their child's learning. They are provided with inspirational ideas for home learning to support their child's development in the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an exceptional knowledge of how to keep children safe. This includes various safeguarding issues, such as internet safety and the areas of the 'Prevent' duty. The childminder and her assistant are extremely confident in the actions to take should they have concerns about children. They have a secure understanding of who to contact should they need to make a safeguarding referral. The childminder implements robust risk-assessment procedures to help keep children safe while they are in her care. She is highly conscientious about children's safety and welfare. Children take part in evacuation drills and learn about effective road safety.

## Setting details

<b>Unique reference number</b>	EY460275
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10236121
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	28 February 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Southampton, Hampshire. She operates her service all year round from, 7.30am to 5.30pm, Monday to Thursday and 7.30am to 3pm, on Friday. The childminder holds a relevant level 3 childcare qualification. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Leake

### 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 this into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.

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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