

# Childminder report

---

Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children flourish in this stimulating and welcoming home-from-home environment. They benefit from a highly experienced childminder that scaffolds their learning as they engage in their play. For example, children express sheer delight when they find worms in the garden. They demonstrate an excellent understanding of how to care for living things and independently find recycled materials to build their worms a home. The childminder ignites children's thirst for learning and suggests they hunt for insects in the garden. She offers them a magnifying glass to help them explore and compare the intricate features of the different creatures they find. Children are extremely curious and highly motivated to learn. As they hunt for bugs, they enthusiastically look through books to further explore how different insects and animals move. This supports their knowledge and understanding of the world exceptionally well.

Children demonstrate high levels of perseverance. They illustrate this as they alter the position of planks of wood so they can go faster on their ride-on toys. Children consistently problem-solve and work as a team. They squeal with delight as they work out how to shift rain water from the canopy. They build guttering runs to catch the water and use words such as 'gravity' when exploring differences in flow. Children make exceptional progress. They start school with an abundance of knowledge and skills, and a love of learning.

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

- The childminder has high aspirations for all children. She plans an inspiring curriculum which is informed by her meticulous observations and assessments. The childminder consistently ensures first-rate early intervention. She uses innovative strategies to involve parents in their children's ongoing progress. Parents praise the childminder for her expertise and care of their children. They refer to the extraordinary lengths she has gone to in supporting them as a family and meeting their child's individual needs.
- The childminder's uncompromising commitment to ongoing improvements results in exceptional high-quality care and teaching. She has recently completed a government-initiated mentor programme which enables her to offer guidance to other childminders. This helps them close any potential gaps in children's learning following the pandemic for example. This significantly benefits children and helps them to reach their full potential.
- Children develop a deep understanding of people and families beyond their own. They take pleasure in looking at and talking about the photographs of themselves and their families on display. They discuss their cultural festivals and express delight in taking part in community events, such as sponsored muddy puddle walks. This helps them to learn how to help those less fortunate than

themselves.

- The childminder gives children's health and well-being the highest priority. For example, children plant seeds and harvest fruit and vegetables for eating. They excitedly pick and smell herbs and discuss how they can be used in different recipes. Children enthusiastically try exotic fruit and describe it as 'delicious.' They cut out pictures of different snacks and learn about the importance of oral health.
- The childminder is an excellent role model and treats all children with positive regard. She sensitively considers children's age and level of understanding should small disputes occur. Children show respect to their friends and take a vote to decide on the story sack for the day. They manage their emotions exceptionally well and confidently express how they are feeling.
- The childminder is highly skilled at supporting children's early language and literacy skills. For example, children enthusiastically follow picture instructions as they plant seeds in the garden. They are confident communicators and show high levels of excitement when they learn new words, such as 'germinate.' The childminder consistently asks children questions to challenge their thinking and gives them time to consider and express their own responses.
- The childminder supports children's mathematical understanding exceptionally well. For example, children fill up their plant pots with soil and naturally use language, such as 'full' and 'empty'. They use calculation in their play and work out how many seeds are left for their friends. Children are extremely observant and demonstrate excellent concentration skills. For example, they delight in playing games that encourage them to identify objects that are missing, and to think about which ones are the odd one out.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's safety and welfare. She is fully aware of her role and responsibilities around safeguarding, and frequently attends training to update her knowledge to keep children safe and protected from harm. The childminder talks to older children about online safety and safe use of the internet, to help them develop an excellent understanding about staying safe.

## Setting details

<b>Unique reference number</b>	EY403138
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10276486
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	18 July 2017

## Information about this early years setting

The childminder registered in 2010. She lives in the Weeke area of Winchester, in Hampshire. The childminder holds an early years qualification at level 3. She provides care throughout the year, Monday to Thursday, from 8am to 6pm. The childminder receives free early education funding for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jane Franks

### 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 childminder.
- The inspector took account of the views of parents and carers through written testimonials.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder and children at appropriate times.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023