

Childminder report

Inspection date: 8 July 2024

Overall effectiveness	Outstanding
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

The childminder ensures that all children are provided with the best possible start to their education. She provides a highly ambitious curriculum that incorporates children's interests. She greatly inspires children to be curious about the world around them, which builds on what they already know. Children have rich opportunities to explore the local environment and learn about wildlife. They are engaged and highly motivated to learn about nature. Older children are happy to share their knowledge of prehistoric times. They confidently explain that dinosaurs lived before humans. Younger children explain the life cycle of a butterfly. The childminder supports children to develop a deeper understanding of what has been taught by revisiting and reminding children of prior learning. She uses questioning techniques that encourage all children to remember past experiences and to support them to develop problem-solving skills, such as working on key and lock puzzles, counting in sequence and number recognition. The childminder enriches children's communication and language skills by introducing them to new words, such as 'fossils', 'mould' and 'cocoons'. Furthermore, children are supported to understand the meaning behind words.

The childminder is an exceptional role model for children. Children have developed extremely strong attachments with the kind and nurturing childminder. She actively listens to, and is interested in, children's communication and interests. This supports children to understand that they are valued and important. The childminder ensures that children develop an understanding of respectful behaviour. She consistently reminds children of rules and procedures, such as sharing, turn-taking and helping others. As a result, children's behaviour is impeccable.

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

- The childminder has robust knowledge and understanding of child development. She provides consistent high-quality teaching, which children benefit greatly from. The childminder meticulously plans a curriculum to guarantee that children build on what they already know and can do. For example, during targeted activities to teach children about life cycles, she sequences their learning in stages. Children listen to stories about caterpillars, find and identify minibeasts and use craft materials to create their own butterflies.
- The childminder is extremely committed to enhancing her continuous professional development. She consistently reflects on ways of improving her knowledge and understanding to further support children in her care. She identifies, researches and attends a rich variety of webinars and training to improve her knowledge of how to keep children safe, such as on water safety and anti-bullying. Additionally, the childminder has developed close partnerships

with other local childminders and regularly shares information and good practice.

- The childminder provides children with extensive opportunities to learn about their community. She thoughtfully plans activities to enable children to have exciting new experiences. For example, children enjoy trips to a wide range of locations, such as zoos, parks, soft play and supermarkets. The childminder has set up a toddler group with other local childminders. This helps children to develop relationships with other children from the community.
- Children demonstrate magnificent physical development. They develop excellent fine and gross motor skills. The childminder recognises that children are keen to master writing and focuses on supporting them to achieve this. For instance, younger children develop muscle strength in preparation for early writing while using tongs to pick up small objects. Older children show off their impressive handwriting skills while practising writing their name. All children enjoy access to the childminder's safe outdoor space. Additionally, the childminder encourages exercise through movement to music activities.
- The childminder understands that communication and language skills are vital to children's learning and development. She uses every opportunity to provide children with a language-rich environment. For instance, the childminder immerses herself in children's play and chats about what children are doing. She uses questioning techniques designed to help children solve problems and recap prior learning. During adult-led activities, the childminder supports children to gain a deeper understanding of wild animals, such as learning about habitats and foods animals eat. She introduces new words, such as 'extinction'. Additionally, she ensures that children understand the word fully by explaining its meaning. As a result, children have exceptional knowledge about the natural world.
- The childminder supports children's readiness for school. She provides extensive opportunities for children to develop their independence skills. Children are encouraged to dress themselves and put on their shoes. They help the childminder set the table in preparation for snack. Additionally, children demonstrate excellent skills while chopping up their own fruit using safety knives. The childminder provides them with sufficient time before assisting. This helps children to build resilience and determination.
- Children's behaviour is exceptional. The childminder is an excellent role model for children. She gently and consistently reminds children about behavioural expectations. As a result, children are extremely familiar with rules and routines. Children demonstrate kind and caring behaviour towards each other. For example, older children help younger children during activities. Additionally, children create pictures for their friends and show concern for each other's well-being.
- Partnerships with parents are exceptional. The childminder and parents have high ambitions for children. Information is shared back and forth about children's needs and learning through parent communication apps. The childminder ensures that parents are fully involved in children's learning. They work together to provide targeted support to address any issues. Furthermore, the childminder organises events for families to get to know each other, and parents invite the childminder and her family to children's birthday parties. In addition, at times,

the childminder attends school meetings with parents when children start school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	111124
Local authority	Hampshire
Inspection number	10351017
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	1 to 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	27 September 2018

Information about this early years setting

The childminder registered with Ofsted in 2001. She lives in Otterbourne, near Winchester. The childminder operates all year round, from 8am to 5.30pm, Monday to Thursday. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Loretta Murphy

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 childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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