

Childminder report

Inspection date: 18 February 2020

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 are making excellent progress. The childminder creates an exceptionally warm and welcoming environment. Children feel they are at a home from home. As a result, they settle extremely well and feel safe and secure. The relationships the childminder has with the children are simply wonderful. She understands their individual needs and provides attentive care and support to each child. Children are excited to attend and demonstrate their secure attachments with the childminder.

Children's behaviour is excellent. The childminder has high expectations for their behaviour and is an exemplary role model. She places a great importance on teaching children about their emotions. This develops their self-awareness and understanding of others. Children confidently discuss how their actions can affect others, which is expertly supported by the childminder. Children's emotional literacy is developing exceedingly well.

Children have high levels of engagement and focus. The childminder prepares exciting activities that spark children's curiosity and inquisitiveness to learn. For example, children cannot wait to explore a construction activity that focuses on sensory play. Children excitedly explore the different materials and textures. They make links to their past experiences and discuss new concepts and ideas. Children are developing fantastic attitudes to learning and play.

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

- The childminder is an excellent teacher. She has secure knowledge about children's development and learning. Children are making wonderful progress because the childminder expertly plans activities that follow their interests and next steps in learning. As a result, children develop extremely positive attitudes to play and learning. For example, they confidently use technology to access songs and music. They use a voice-activated speaker to play country music and begin to dance and sing along excitedly.
- Children with special educational needs and/or disabilities (SEND) are making extremely positive progress. This is because the childminder expertly identifies when children may need additional support. She works brilliantly with parents and other professionals to ensure everyone is providing consistent support for these children. The childminder regularly undertakes training to support her knowledge of SEND. She implements new strategies and resources effectively, as well as evaluating the impact of new training on her setting.
- Children form fantastic relationships with each other, regardless of age. Older children are superb role models for the younger children. They engage in meaningful play together. For example, older children read stories to younger children and support their imaginative play. Younger children delight in this and

look up to these children with admiration.

- Parents are thrilled with the care and support given to their children. They comment that the childminder goes 'above and beyond' to support their children and provides 'outstanding' care. Parents also feel fully informed about their children's progress and receive excellent communication from the childminder, which they describe as 'phenomenal'. The childminder ensures parents are supported to continue learning in the home environment.
- The childminder creates a rich curriculum that aims to give children a vast array of opportunities and experiences. She takes the children to museums where they learn about science and history. She also encourages their physical development by going swimming and through adventurous woodland nature walks. Children recall these events with great enthusiasm.
- Children have excellent language and communication skills. They are able to articulate themselves exceedingly well, voicing their opinions and asking questions to build upon their existing knowledge. The childminder expertly asks questions and sets challenges for children during activities. This enhances their critical thinking skills. For example, when exploring an interactive activity about 'The Very Hungry Caterpillar', younger children read along with the story and confidently search for food items relating to the book. The childminder makes links to children's experiences and creates an enthusiastic discussion about the book.
- The childminder is passionate about the care she provides. She strives to continuously improve her setting and seeks out new training to keep enhancing her knowledge. She proudly shows how she is using new resources and ideas to support the children. For instance, she uses a 'calming poem' and a 'calm down hero' resource to support children with self-regulation. The childminder explains concepts from new books she has read and articles she has accessed. As a result, she demonstrates her extensive knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are given the highest priority by the childminder. She has extremely robust safeguarding knowledge and undertakes regular training to ensure she remains up to date with any changes. The childminder confidently discusses the signs and symptoms that may indicate a child is suffering from harm. She knows the procedures to follow and professionals to contact if she has concerns about a child's safety and welfare. The childminder is vigilant in ensuring her household remains safe and secure at all times. This includes the safety of children around animals in the home.

Setting details

Unique reference number	EY344381
Local authority	Hampshire
Inspection number	10073802
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2007. She lives in Alton, Hampshire. She operates Monday to Friday, from 7am to 6pm. The childminder offers overnight care if required. She receives funding for the provision of free early education for children aged three and four years. She holds a level 3 qualification in childcare and development.

Information about this inspection

Inspector

Jamie Smith

Inspection activities

- A learning walk was conducted with the childminder to understand how the early years provision and the curriculum are organised.
- The childminder and inspector carried out a joint observation together.
- The inspector sampled some of the childminder's paperwork, including children's records and suitability checks.
- Discussions were held with the childminder and children at appropriate times throughout 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020