

# Childminder report

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Inspection date: 3 February 2020

| <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 | Outstanding        |

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

### The provision is outstanding

Children thrive in the care of the experienced childminder. The well-embedded curriculum ensures that children are continually stretched and challenged to extend their skills and knowledge. The childminder provides a vibrant and stimulating environment that supports children to become self-motivated and inquisitive learners. The childminder uses her diligent observations, assessments and monitoring systems to ensure that children are extremely well supported to make high levels of progress in their learning. Children who speak English as an additional language are extremely well supported.

Children's concentration is excellent. They have an extremely positive attitude to learning and are eager to take part in activities. The childminder has extremely high expectations of what children can achieve. Children are wholly engaged and have a superb 'can-do' attitude. They respond to challenges with enthusiasm and are eager to achieve. Children are extremely happy. They demonstrate high levels of self-esteem and confidence. They build extremely strong bonds with the childminder and feel very safe and secure.

Literacy skills are incredibly well supported. Older children know which sounds letters represent and recognise the letters in their names. Children delight in creating their own alphabet games. For example, they enthusiastically choose an alphabet letter from posters and recall the sound, before identifying items that start with the same letter. Children are keen to share that 'h is for hat!' 'r is for rabbit!' and 'o is for octopus'.

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

- The childminder has developed exceptional systems to help her to plan activities that enrich children's development. For instance, she works closely with parents to identify activities and opportunities that children have not experienced and plans this into her curriculum. This ensures all children develop the essential skills to prepare them for future success in their learning.
- The childminder supports children to develop excellent mathematics skills. Children confidently use mathematical language in their play and their problem-solving skills are exceptional. For instance, children confidently count in sequence, forwards and backwards. Children develop a superb understanding that adding different numbers together makes new quantities, such as 10 plus 2 makes 12.
- Children's behaviour is exceptional. They are respectful and kind and eagerly invite each other into their play. Children develop excellent skills of negotiation and demonstrate high levels of consideration for one another. For instance, they count how many toys each child has and calculate how many they need to share

to make it 'equal' and talk about how to make it 'fair'.

- The childminder skilfully supports children to develop a superb understanding of emotions and feelings. The childminder uses questioning extremely well to encourage children to consider the feelings of others. For instance, children carefully consider the emotions of the characters in books and discuss the reasons for their feelings. They talk about the scarecrow being sad because he did not scare the animals away and the farmer being happy that his crops have grown.
- Mealtimes are extremely sociable and children thoroughly enjoy each other's company. Children are keen to take responsibility at lunchtime and eagerly help to prepare their meals. As they eat, children teach each other new skills; for instance, they share words and numbers in their home languages.
- Children demonstrate a love of books and reading. They are confident to talk about books and enjoy sharing, both fiction and non-fiction books. The childminder uses well-considered resources, such as story sacks, to capture children's attention and engage them in storytelling. Children are incredibly observant and carefully examine images in books to identify what is happening and describe what they can see.
- The childminder carries out an incredibly comprehensive self-evaluation process and attends a wealth of training to support her to provide the highest quality of care. For instance, she has attended training in supporting mental health to extend her knowledge and help her support children's emotional well-being even more effectively
- The childminder is committed to developing strong partnerships with parents. Parents express extremely high levels of satisfaction with the quality of care and learning that their children receive. They rate the childminder extremely highly, identifying that they are incredibly happy with the information provided about their children's learning. They praise the information provided to them to support their child's learning at home. They comment that the childminder is 'brilliant and 'amazing'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on safeguarding. She has a robust safeguarding policy and procedure in place. The childminder regularly attends child protection training to ensure that her knowledge is up to date. In addition, she has attended training in wider safeguarding issues such as protecting children from exploitation. She has an excellent understanding of the signs and symptoms that indicate a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas. She knows the steps that she must take if she has any concern about a child's safety or well-being.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY410423                                                                          |
| <b>Local authority</b>             | Hampshire                                                                         |
| <b>Inspection number</b>           | 10108754                                                                          |
| <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</b>       | 1 to 10                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 10                                                                                |
| <b>Date of previous inspection</b> | 30 June 2015                                                                      |

## Information about this early years setting

The childminder registered in 2010. She lives in Fleet, Hampshire. The childminder operates her service from 7.30am to 6pm, Monday to Friday, for most of the year. The childminder receives funding for free early education for children aged three and four years.

## Information about this inspection

### Inspector

Nicola Edwards

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.
- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector read some written feedback from parents and took account of their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder.
- The inspector undertook a learning walk and discussed how the childminder organises her curriculum.

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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