

# Childminder report

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Inspection date: 14 May 2024

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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|----------------------------------------------|--------------------|
| 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 are extremely happy and thrive in this home-from-home setting. The childminder's caring nature creates a warm and highly stimulating environment where children blossom. She plans an array of rich experiences that capture children's imagination. For instance, children investigate how they can make modelling dough. They begin to use the ingredients in their own way and decide to make 'sticky yucky stuff' instead. The childminder supports children's curiosity by asking targeted questions, such as, 'I wonder how that might feel mixed together?' Children giggle with delight as they mix ingredients together with their hands, chatting to one another as they do so.

The childminder confidently supports children to show positive attitudes to learning. She expertly guides all children to 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 count how many ants they can see. Children notice what direction the ants are travelling in and tell the childminder if they are going left or right. The childminder uses every opportunity she can to skilfully develop children's mathematical knowledge.

Children are extremely kind and thoughtful to one another. For instance, older children help younger children to access resources which are out of their reach. They rapidly build strong friendships and show their affection for one another by offering hugs and kind words. The childminder enthusiastically praises children for their kindness, causing them to smile. This demonstrates that children have excellent self-esteem and a sense of belonging.

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

- The childminder provides children with broad experiences to develop their understanding of modern Britain and the area in which they live. Children love to share stories about their families and the local environment with each other. For example, children visit local supermarkets with the childminder and learn about where food comes from. This helps children to be exceptionally confident when talking to others. Children join with others to learn about festivals and try different cultural food. They develop a strong sense of themselves, their uniqueness, and the contribution they can make within their community and beyond.
- Children benefit from deep and meaningful interactions with the childminder. Her use of thought-provoking questions helps children to challenge and extend their own learning. For example, the childminder asks children if they can remember the name of a young bird, and where birds live. Children demonstrate excellent concentration skills as they think about this question and then give thoughtful

responses. The childminder praises children's efforts as she models the word, 'fledgling'. Children excitedly repeat the word, showing a wonderful level of engagement.

- The childminder constantly supports children to be extremely independent, and excellently prepares them for the next stage in their learning. For example, children struggle to put on their socks. The childminder encourages them by saying, 'I know you can do it!' Children cheer when they realise they have independently put them on. Children skilfully chop fruit to the right size using safe knives. They confidently self-select their own snack and show excellent concentration as they cut fruit into halves and quarters, showing an early awareness of fractions. The childminder supports children's learning further by asking them to compare the sizes of the chopped fruit.
- Children demonstrate an excellent love of books. They listen intently to their favourite stories and join in with familiar phrases, such as 'going to big school'. Children excitedly laugh and chat to the childminder about how they will be starting school soon. This helps children to prepare for their next stage in their learning, such as their transition to school.
- The childminder continues to update and expand her skills and knowledge. She works with other childminders and professionals to pinpoint precisely the training she needs to support children. The childminder has recently attended training on developing children's language and communication skills. This has helped her to promote children's speech and language even more effectively. The childminder also seeks additional information so that she can provide the highest care and education for all children, including those with special educational needs and/or disabilities.
- Parents are highly complimentary about the childminder. They talk about the wonderful communication and the detailed feedback they receive. Parents describe the childminder as, 'gentle and caring' and remark that their children have come on, 'leaps and bounds'. Parents get involved in every aspect of their child's learning. The childminder provides parents with inspirational ideas for home learning to support their child's development in the setting.
- The childminder occasionally works with registered assistants and ensures that they keep up to date with their ongoing knowledge. She also shares her excellent practice with other providers locally.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY413336                                                                          |
| <b>Local authority</b>                             | Hampshire                                                                         |
| <b>Inspection number</b>                           | 10335869                                                                          |
| <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 11                                                                           |
| <b>Total number of places</b>                      | 8                                                                                 |
| <b>Number of children on roll</b>                  | 20                                                                                |
| <b>Date of previous inspection</b>                 | 29 June 2018                                                                      |

## Information about this early years setting

The childminder registered in 2010. She lives in Fareham, Hampshire. The childminder occasionally works with an assistant. She operates between 7.30am to 6pm, Monday to Friday, all year round. She receives funding for the provision of free early years education for children aged two, three and four years. The childminder holds a level 3 certificate in childcare.

## 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- Parents shared their written views of the childminder's provision with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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