

Childminder report

Inspection date: 23 June 2022

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

Children flourish in this cheerful setting under the exceptional care of the childminder. They settle down quickly and form strong bonds with her. Children relish the time spent with each other. They benefit from the excellent range of experiences that stimulate their curiosity and imagination. For example, they cleverly apply their knowledge of colours and different flavours of foods to say that their play dough 'rainbow' cakes taste like lemon and blueberries. Children use ambitious language in the right context and describe their cakes as 'multi-coloured'. All children show enjoyment and are tremendously eager to learn.

Children show high levels of confidence in social situations. They happily engage with visitors and like to find out more about them. Children quickly become self-sufficient and competent in their own self-care skills. They feel safe and love to freely explore their learning environment. Children are enthusiastic helpers and take on responsibilities, such as getting items for snack time, unaided. They show superb cutting skills as they prepare toppings for their home-made pizzas. Children engage in an interesting debate about which topping is the best, mango or pineapple.

Children demonstrate excellent cooperation and kindness, especially to the younger children as they take them by the hand to show all the exciting toys to choose from. The childminder has high expectations of what children can achieve and prepares them well for their next stage in education.

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

- The childminder gathers comprehensive details of children's needs, abilities and home backgrounds. She carefully uses this information to plan activities that interest children and enable them to master new learning quickly. Children have a great interest in wild animals and have recently been on a group trip to the zoo. The childminder skilfully supports children's recapping of learning from the zoo. She extends their knowledge further by introducing new facts, making reference to an information book about wild animals. Children deduce that giraffes have long necks to help them reach the leaves on trees as part of their diet. This sequenced approach enables children to retain facts with ease and helps them to become knowledgeable.
- Children exhibit exceptional self-control and respect for others and the environment. They talk maturely about their emotions and explain why they feel a certain way. The empathetic childminder is highly responsive and quickly reassures children when they feel sad or upset. She actively searches for ways to improve her practice through a network of local childminders and close engagement with parents. For example, children are guided to self-regulate their

emotions and recognise when they need to do their breathing exercises. They know that this technique helps them to calm down and 'feel better'.

- The childminder is an outstanding practitioner, who is dedicated to continual improvement. She places children's needs at the heart of her practice. Her determination and commitment to support children's learning and well-being are praiseworthy. The childminder rarely misses a learning opportunity for children.
- Partnerships between the childminder, parents and local settings are strong. Parents are extremely pleased with receiving regular information about their children's ongoing progress. The childminder consults local schools for the best practice of teaching literacy skills. For example, she seeks their guidance on how to use letter sounds to support future reading and effectively puts this into practice. This provides children with complete continuity in their learning and prepares them exceptionally well for their move to school.
- The childminder celebrates children's achievements and helps them to understand what makes them unique. Her recent training has enabled her to further embed a culture of respect for people, families and communities, so that children can celebrate their differences with pride. As a result, children proudly share their home languages with friends and teach them different words they use for grandparents, for example in French and Cantonese. It is strongly evident that the childminder gives the utmost importance to this aspect of children's learning.
- Children are immensely proud of their setting and want to share their learning at every opportunity. They develop excellent physical skills through ample opportunities to develop their small and large muscles. For example, children carefully pluck leaves from a plant for their pretend dinner, safely whizz around on two-wheeled bicycles and use writing tools with increased hand control. They learn about good hygiene and discuss the best way to brush their teeth to remove the food that gets stuck in between them. This helps children to adopt a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of her responsibilities to ensure that children are effectively protected from harm. She knows the potential signs and symptoms that may indicate a child is at risk of abuse, including exposure to extremist views. The childminder demonstrates a highly robust knowledge of the reporting procedures she must follow if she suspects a child is at risk of harm. This includes local reporting procedures in the event that an allegation may be made about herself or a member of her household. She makes detailed routine checks in her home to ensure that it is continually safe for children to play, both indoors and outdoors.

Setting details

Unique reference number	EY482274
Local authority	Hampshire
Inspection number	10228947
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 10
Total number of places	3
Number of children on roll	9
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Fleet, Hampshire. She provides care all year round from 8am to 6pm, Monday, Tuesday, Thursday and Friday. The childminder holds a relevant childcare qualification. She receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector around the premises and talked about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The inspector spoke to children at appropriate times during the inspection and took the views of parents into account from written feedback.
- 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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