

Childminder report

Inspection date: 19 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder demonstrates a warm and loving nature, which helps children to feel secure, happy and safe in her care. Prior to children attending, the childminder gathers key information from parents, to help her to identify children's individual characteristics and care needs. Children consistently demonstrate that they feel very safe and emotionally secure. For example, they confidently initiate their play and independently explore the superbly well-organised environment. Children have immense fun, sustain high levels of engagement and enjoy their time in the care of the childminder. This helps to support their emotional well-being.

Children behave superbly. They develop excellent friendships and are incredibly kind. The childminder imbeds simple rules into the everyday routine. For instance, children gain a mature understanding of how to take turns, use good manners and tidy up. The caring and skilful childminder always praises children for their achievements to help promote a positive sense of self.

The childminder consistently provides an environment that is wonderfully rich in language. Children benefit from many opportunities to support their communication and language skills. For example, throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. This supports children to make good progress in their communication and language development.

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

- The childminder very successfully supports children to develop exemplary behaviour and attitudes to learning. Children are engaged in their play as they confidently move around the environment. For instance, they explore the resources and excitedly talk to the childminder about what they are doing. The children are extremely confident to learn new skills. The childminder encourages the children to become independent. For example, at mealtimes, children learn to persist as they cut various fruits with a knife. They have a wonderful sense of achievement as they encourage and help their friends.
- The childminder has an extremely stimulating and ambitious curriculum. She works closely with parents to gather an understanding of children's initial development when they start. The childminder has an excellent understanding of children's individual interests and uses this to extend their learning. For instance, she takes children for walks in the local area to look for insects and animals and they enjoy using binoculars to look for birds. Furthermore, she uses funding to take the children on trips to the zoo. This supports children's learning and development.

- On occasion, the childminder does not plan as precisely as possible to include all children when planning group activities. This does not impact on children's enjoyment or attitude to learning as there are stimulating resources constantly available and children explore these enthusiastically. However, at these times, not all children benefit fully from the interesting learning intended. This does not consistently support children to make the best possible progress.
- Mathematics is integrated into all activities. For example, children expressively talk about value and number, as they play with gems, bricks and cars. At snack time, the childminder extends their mathematical language further. For instance, she talks to the children about how many pieces and what shapes they have cut their fruit into. This ensures children have plenty of opportunities to develop mathematical language.
- The childminder ensures she completes regular training to keep her own knowledge and skills up to date. She has recently updated her safeguarding training and completed some online training relating to the curriculum. The childminder, however, has failed to notify Ofsted of a change to the individuals who live in her home. Following discussion, she now understands her responsibility to do so, and the event did not impact on the safety of the children.
- The childminder's communication with parents is extremely effective. She shares daily feedback regarding children's learning and development. Parents value her professional approach and the advice that she provides for supporting learning at home. The childminder has strong relationships with local schools and other early years settings. This helps children experience continuity in their care and learning.
- The childminder helps children to understand the importance of developing a healthy lifestyle. For example, she encourages children to drink water frequently and talks to them about the importance of keeping hydrated. The childminder provides children with nutritious snacks and meals, which they thoroughly enjoy. This supports children's health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the implementation of planned activities to more effectively include the youngest children taking part.

Setting details

Unique reference number	111901
Local authority	Hampshire
Inspection number	10372543
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 April 2019

Information about this early years setting

The childminder registered in 1997. She lives in Fair Oak, Hampshire. The childminder operates between 7am and 5.30pm, Monday to Friday, all year round. The childminder provides funded early education for children age two-, three-and four-years-old. The childminder has a relevant level 3 early years qualification.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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