

Childminder report

Inspection date: 23 April 2024

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

The provision is good

Children show they feel safe and secure in the childminder's setting. The childminder is warm and attentive to children's individual needs, and they thrive in her care. For instance, the childminder readily reads stories to children when they bring her books. They snuggle in to listen to her read, showing they enjoy their time in her care. The childminder is a positive role model for children. She teaches them to develop good manners, for example, and they behave well.

Children know the childminder's boundaries and expectations. For instance, they help to tidy away resources they have finished exploring. The childminder makes tidying up an engaging activity and children are eager to join in. She offers them plenty of praise and encouragement, which helps them to develop positive attitudes and raises their self-esteem.

Children benefit from a childminder who knows how they learn. She has clear aims for all children and designs her curriculum to help them succeed. For example, young children learn to feed themselves, and older children use cutlery confidently and manage their personal care. Children are supported well in all areas of their learning. They develop skills that will support them as they move on to the next stage in their education.

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

- Children benefit from a childminder who knows what they like to do and understands how they learn best. This helps her to plan activities that motivate children to play and learn. For example, younger children clearly enjoy stacking and threading lids onto laces. This helps their focus and attention as well as their physical development.
- The childminder's teaching is adapted to children's individual needs. Older children benefit from more-challenging activities, such as sorting lids by colour and counting. The childminder ensures that children are engaged in their learning, for example by providing variety and activities they enjoy.
- Children hear and learn new words as they play. The childminder provides children with simple explanations to help them understand the meaning of unfamiliar words. For example, she helps children to learn about 'fiestas' as they share a story. The childminder supports children to hear words pronounced clearly. She supports their developing speech well.
- Children enjoy many outings with the childminder. For example, she takes them to organised groups to play with other children. This supports children's social skills. However, occasionally, the childminder does not encourage children to think of solutions to problems they encounter as they play. This does not fully help to develop children's critical-thinking skills.

- The childminder introduces children to mathematical language as they play. For instance, she talks to them about 'big' and 'small', 'more' and 'less', 'fast' and 'slow'. Children hear the words they need to make links to what they already know. They develop a good understanding of mathematical concepts.
- Children learn to put their coats on and manage their personal care. However, at times, the childminder carries out tasks for children instead of asking them to try themselves first. This does not fully support children's independence.
- Children are curious and keen to explore the many and varied resources the childminder provides for them. The childminder helps them to recall past events, linking them to what children play with. For instance, the childminder talks to children about the butterflies they released. She helps younger children to notice a puzzle that is also shaped like a butterfly. This helps children to make links to what they have experienced.
- The childminder builds good partnerships with parents and other settings that children attend. She communicates well to ensure that parents are informed and involved in their children's time in her care. This supports high levels of continuity for children.
- Children benefit from a childminder who promotes healthy eating and good hygiene practice. For example, they learn about the importance of washing their hands before eating and enjoy fruit for their snack. Children take part in social mealtimes, which are supported effectively by the childminder.
- The childminder is proactive in keeping her knowledge and understanding of early years education current. She shares her skills with other local childminders. The childminder is reflective and can identify where she can support children's learning further. This helps to ensure that all children receive good-quality care and education.

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:

- build on good practice to consistently support children to do things for themselves and gain independence skills
- strengthen skills in allowing children enough time to problem-solve independently before providing solutions, to help develop their critical-thinking skills.

Setting details

Unique reference number	112081
Local authority	Hampshire
Inspection number	10335435
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	6
Number of children on roll	11
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 1993 and lives in Hatch Warren, Basingstoke. She operates during school term time from 7.30am to 5.30pm, Monday to Thursday. On Friday, she operates before and after school only. During school holidays, the childminder operates from 7.30am to 6pm, Monday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Dean

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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