

Childminder report

Inspection date: 17 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from a warm, welcoming, and safe environment. The childminder and her assistant have developed secure relationships with children. Children settle quickly on arrival and engage in the rich variety of opportunities provided. This is helped by staff who are attentive to children's needs and encourage them to follow routines and procedures. The childminder and her assistants are good role-models for children. They are nurturing to children and treat them with kindness and respect. This helps children to feel safe and secure and to develop respect for others.

Children are curious and enthusiastic to learn. The childminder and her assistants have high expectations for children's learning and development. They thoughtfully incorporate children's interests into their learning experiences. For example, children enjoy playing in the childminder's large garden. They learn about nature while exploring the woodland area and hunt for the childminder's tortoises among the vegetation. This supports children's knowledge and understanding of the world.

Children's learning is well-planned. The childminder and her assistants use children's interests to develop a well-sequenced curriculum. Children's interests in mini beasts are incorporated into their learning about life cycles and symmetry. For example, children enjoy making butterflies and creating symmetrical patterns.

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

- The childminder and her assistants have clear ambitions for children's learning and development. They know children well. They use children's starting points to plan a varied and exciting curriculum which cover all seven areas of learning and development. They track children's progress and use this information to plan for children's next steps in learning. This supports children to make good progress in their learning and development.
- The childminder is committed to safer recruitment. She has systems in place to ensure that staff are suitable to work with children. Staff have completed mandatory training, such as paediatric first aid and safeguarding. However, she does not always extend the use of professional opportunities to strengthen knowledge and teaching skills even further.
- The childminder supports children to lead healthy lifestyles and to develop good physical skills. Children benefit from play in the large outdoor areas. For example, children enjoy moving their bodies in a variety of ways during bubble blowing activities. They reach up high, crouch down low and chase bubbles. The childminder provides children with healthy nutritious meals, such as home cooked shepherd's pie and a variety of fresh fruits. Furthermore, during adult-led activities, children learn about healthy and unhealthy foods and oral hygiene.

- The childminder and her assistants support children to understand daily routines and to use good manners. However, at times, children are not supported to understand what is expected of them. For instance, during play, children become noisy and boisterous. Staff do not always provide a clear and consistent approach to managing inappropriate behaviour. This means that children do not always understand behavioural expectations.
- The childminder and her assistants have established a curriculum for communication and language which supports all children to become confident communicators. Staff are attentive to children and respond well to what children are saying during conversations. Additionally, during story time, children are encouraged to repeat words and phrases at key moments in stories. This helps children to develop their skills in literacy.
- Children benefit from good opportunities to develop their independence skills. The childminder and her assistants encourage children to build skills in self-care. For example, children independently request to use the toilet and practice good hand-hygiene procedures. The childminder and her assistants encourage children to participate in tidy-up routines during changes in activities.
- Partnership with parents is good. The childminder update parents daily about children's experiences and progress. The childminder works collaboratively with parents and other professionals to support children with special educational needs and/or disabilities. For instance, the childminder identifies children who may require extra support and seeks parents' permission to make timely referrals. This helps children with SEND to make good progress in their learning and development.

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:

- extend the use of professional opportunities to strengthen knowledge and teaching skills even further
- provide a clear and consistent approach to behaviour management strategies to support children's understanding of the expectations of their behaviours.

Setting details

Unique reference number	112843
Local authority	Hampshire
Inspection number	10354773
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 9
Total number of places	6
Number of children on roll	24
Date of previous inspection	6 November 2018

Information about this early years setting

The childminder registered in 1999. She lives in the village of Laverstoke near Whitchurch in Hampshire. The childminder works with a co-childminder and an assistant when numbers require. She cares for children on Monday to Thursday between 7.30am and 6pm throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Loretta Murphy

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 around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children during the inspection.
- 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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