

Childminder report

Inspection date: 16 September 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

The childminder provides a broad curriculum to support children in their learning and development. She makes good use of her home and the local environment to provide activities and play experiences that engage children. These experiences, planned activities and the childminder's positive interactions all support children to make good progress in their learning and development.

Children demonstrate highly positive attitudes to learning and show a willingness to join in during activities and interact during their play. Children enjoy their time with the childminder, who is very calm and nurturing to them. On arrival, they enter her home happily. Children know where to place their belongings and lunch boxes, and toddlers do this independently. The childminder provides comfort and distraction when they are unsettled or in need of reassurance. Children enjoy role play and pretend to make eggs and ice creams for the childminder. They take their bunnies and dolls for walks in pushchairs and say 'shh' to let people know their 'babies' are asleep.

The childminder listens attentively to what children have to say and is mindful of what babies are trying to communicate through their babbles and movements. She identifies when children need extra help, such as learning to share and take turns, or further developing their ways of communicating. By building in plenty of opportunities to practise these skills, the childminder ensures that children learn and make good progress from their starting points.

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

- The childminder's planning and implementation of the curriculum focus on what children need to learn next, particularly their personal, social, physical and communication skills. For instance, the childminder introduces new words to help extend children's vocabulary, reinforces colours as children select toys and promotes simple counting to implement their next steps in learning in a seamless way.
- Children have highly positive attitudes to learning and show a willingness to initiate their play and engage the childminder in these activities. They demonstrate good independence skills from an early age and an awareness of routines and behaviour expectations. For example, they help the childminder to tidy away before lunch, sit at the table while eating and wait for their friends to all finish, and follow their sleep routines. Children make strong progress from their starting points.
- The childminder builds on children's interest in books. Children choose from a variety of books and the childminder reads to them. The childminder uses these story sessions to build on children's prior learning. She encourages toddlers to

tell her the colour they see, count different objects and take turns in doing so. This encourages development of their identified next steps.

- Overall, the experiences the childminder plans for children are well matched to their stage of development. The childminder has started caring for new and younger children, following others going off to school. She is still identifying how to organise resources, activities and routines to fully incorporate the children's differing ages and stages of development so they can all play together, without impacting each other's learning.
- The childminder makes good use of her local community and childminding network. She plans daily trips outside the home, giving the children the chance to link up with a range of different people and have new social experiences. The childminder meets with other childminders, where children have a chance to do activities and learn with different children and adults. These experiences help build on children's personal, social, emotional and communication skills.
- The childminder has a wealth of experience caring for children, including children with medical conditions, special educational needs and/or disabilities. She uses observations to determine what progress children are making in their development and what next steps they need to help them progress further. The childminder identifies any areas where children may need extra support and links with other professionals and parents. However, she acknowledges that she could target her professional development more precisely to increase her knowledge of how to support children's emerging learning needs more effectively.
- Partnerships with parents are good. Parents are very complimentary about the care and learning their children receive. They state that there is a welcoming environment that their children love attending. The information that the childminder provides them during daily talks and written progress reports keeps them updated about their children's overall progress and what activities or trips are being planned.

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:

- review and develop the organisation of the environment and daily routines to further enhance the youngest children's experiences
- target professional development more precisely to support and extend individual children's learning.

Setting details

Unique reference number	154757
Local authority	Hampshire
Inspection number	10351210
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	0 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 October 2018

Information about this early years setting

The childminder registered in 2000 and lives in Yateley, Hampshire. She provides care for children, Monday to Thursday, from 8.45am to 5pm, for most of the year. The childminder is able to receive funding for the provision of free early education for children aged from nine months up to four years. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Anne Nicholson

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector read a number of parents written testimonials during the inspection and took account of their views.
- 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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