

Childminder report

Inspection date: 22 August 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 progress well at this welcoming and well-organised setting. They benefit from the close and warm relationships with the childminder and develop a true sense of belonging. Overall, children behave well. The childminder has well-established routines in place that help children become familiar with what will happen next. For example, they know they need to wash their hands after using the toilet. The childminder teaches them to do these tasks for themselves. She works successfully with parents to adopt similar techniques to address children's care needs at home. This includes developing better eating and sleeping habits. When children nap at the childminder's home, they fall asleep easily, showing that they feel safe and secure.

The childminder creates a stimulating environment where children freely access a wide variety of resources that capture their interests. They are motivated to explore and regularly lead their own learning. Children develop good communication skills. The childminder uses basic sign language with younger children and those who speak English as an additional language. This helps them to express their wants and needs more easily, before they can say the words clearly. The childminder is a good listener and children love to talk to her. She helps to nurture children's confidence and allocates roles of responsibility to make them feel important. In this way, children learn to be trustworthy. The childminder relies on them to carry out tasks, such as tidying away their toys when finished playing with them.

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

- The experienced childminder evaluates the provisions she offers children. In this way, her reflections help inform improvement. For instance, the childminder researches early years topics regularly, shares good practice with other childminders and completes online training. All of these activities help to continuously improve her existing knowledge and skills in order to provide better outcomes for children.
- The childminder organises real-life experiences that help children gain an understanding of diversity. They meet adults and children of all ages in the community, for example, when they go to playgroups and rhyme time at the local library. During these opportunities, the childminder raises children's awareness about different people, such as if they need extra support with any impairments they may have.
- The childminder places a strong emphasis on developing children's early literacy skills. For instance, she makes stories come alive by using props related to the story's events. Children readily bring their favourite books to the childminder to share with them. They point at the illustrations and talk about these, showing a keen interest in books. Children manipulate magnetic shapes, placing them on

the metal fridge door and others create towers with the shapes. This helps to strengthen the small muscles in their hands, which prepares them for holding writing equipment and eventually making more controlled marks.

- The childminder ensures that children's physical skills develop well. She provides daily opportunities for them to be active in the fresh air, including walks in the nearby nature reserve and around the lakes. At these times, children increase their stamina and balance as they negotiate different terrains. This also promotes children's well-being and good health.
- The childminder carries out assessments of children's development and shares this information with parents. The knowledge she gains from this helps to inform what she wants to teach children next. Although the childminder establishes each child's stage of development, she does not always focus her planning of adult-led group activities precisely enough, so that it builds on what children know and can do already. On these occasions, the childminder teaches a wide range of knowledge and skills in one go, which are not specific to individual children's capabilities and needs. This does not help to maximise children's learning consistently.
- Overall, the childminder has high expectations for children's behaviour. Sometimes, she steps in to teach children to take turns and value everyone's contributions. However, at other times, the childminder spends less quality time with younger children when engaging with children of different ages. This leads to these children losing interest in the activity. In addition to this, she does not consistently and reliably challenge older children who interrupt. This does not help all children to develop patience or show a good level of respect for others.
- The childminder works extremely well with parents. She keeps parents informed about their child's day and the ongoing progress. The childminder gives advice to parents on supporting children's care needs at home. This shared way of working is having a positive impact on, for instance, children's toileting needs. Parents report that the childminder prioritises children's safety 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:

- develop a stronger understanding of individual children's existing knowledge and skills and build on these sharply when planning adult-led activities
- strengthen support for children to help them develop patience and empathy towards others.

Setting details

Unique reference number	155661
Local authority	Hampshire
Inspection number	10354842
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder registered in 2001 and lives in Tadley, Hampshire. She operates from Monday to Thursday, from 8am to 6pm, all year round. The childminder is eligible to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 provision.
- The childminder showed the inspector around the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents provided written feedback on the education and care their children receive with the childminder.
- 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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