

Childminder report

Inspection date: 15 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming home. Children make independent choices about which activities and resources they want to access. They freely choose to play either inside or outside.

Children develop a love of books and stories. They enjoy looking at books independently and with the childminder. Children spend time listening to well loved stories. They use props to recall the story, working together to remember what the caterpillar ate next. This helps children to develop good listening and speaking skills.

Children's behaviour is good. They are polite and show lovely manners. Children say please and thank you without prompting and demonstrate care for their friends. Children build very trusting relationships with the childminder. She is nurturing and attentive to their needs. The childminder notices when babies seem tired and makes sure they are clean and comfortable before they rest. Babies demonstrate they feel secure, as they quickly settle to sleep with their comforters from home.

Older children skilfully use large chalks to make patterns and draw pictures on the wall and ground. This helps to support their emerging literacy skills. Children show positive attitudes towards their learning. This contributes to the good progress they make in preparation for school.

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

- Children have good opportunities to develop their mathematical skills. The childminder encourages them to count within activities and explore size, quantity and positional language. For example, as they build towers with coloured cups, they test their ideas to see which size cup fits next. Children count the cups to 10, from the bottom to the top and then back down again. Children make good developmental progress from their starting points in preparation for their next stage of learning.
- The childminder builds strong relationships with babies and their families. This helps them settle quickly and develop secure attachments with the childminder. This is evident as babies reach up to the childminder for cuddles. Babies join in stimulating activities with the older children. For example, during warm weather, babies sit in shallow water, while children demonstrate how to scoop and pour. Older children offer babies brightly coloured balls to splash with. This helps build secure relationships and in turn promotes confidence and self-esteem.
- Children have opportunities to be physically active, both in the childminder's home and beyond. The childminder takes them on outings into the local

community to play at parks. Children see different people and different places. This helps to support them to learn about the wider world.

- The childminder has a good understanding of how children learn and develop. She plans her curriculum effectively to promote all areas of children's learning. The childminder knows the children in her care extremely well and takes account of their individual learning needs when planning activities. However, on occasion, the childminder could develop activities to challenge children's learning even further.
- The childminder promotes children's health, independence and confidence. From an early age, children learn the importance of effective handwashing and healthy eating. During snack time, children cut up a variety of fruit for themselves and others. They kindly ensure that babies have lots of berries to eat. Older children comment that the strawberries are 'really juicy'.
- Children demonstrate a natural curiosity for the world around them. For example, they ask the childminder how bees they see in the garden make honey. The childminder supports new language acquisition as she introduces new words, such as 'nectar' and 'pollen'. However, when older children ask more questions, the childminder does not seek to help them find the correct answers to enhance their curiosity and understanding of subjects that interest them.
- Parents speak highly about the childminder. They report that she provides a warm, home-from-home environment. Children have benefited from mixing with other children, including while at their weekly movement group. The childminder ensures that parents are regularly kept up to date with their children's progress. She works cohesively with the parents to encourage and promote positive change to benefit the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk of harm. She makes sure that her house and garden are secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder ensures that older children are learning how to keep themselves and others safe. For example, they understand they must always drink lots of water in hot weather. They kindly offer to pour drinks for each other and visitors.

What does the setting need to do to improve?

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

- consistently extend activities to enable children to make even greater progress in

their learning

- make the most of opportunities, as they arise, to help children develop their sense of curiosity even further.

Setting details

Unique reference number	2502597
Local authority	Hampshire
Inspection number	10207723
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives with her family in Waterlooville, Hampshire. The childminder provides care Monday to Thursday from 8am until 6pm. She is open all year round, except for family holidays and bank holidays. She holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Nina Lambkin

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder joined the inspector on a learning walk. She talked to the inspector about how the curriculum supports children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The inspector spoke to parents and interacted with the children at appropriate times throughout 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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