

Childminder report

Inspection date: 16 February 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 demonstrate that they are settled and at ease in the childminder's care. They have developed close relationships with the childminder and one another. Children happily chat and play together as they look at books and pretend to cook in the outside play kitchen. They confidently approach the childminder to request toys and activities, including the 'hungry hippo' game. The childminder adapts her routines according to the children's needs. She recognises when they are more tired than normal and need a sleep before their lunch. Activities that the children take part in are well planned. These give them opportunities and experiences that promote their development across all areas of learning.

Children learn to develop their independence skills. For example, they help to put on their wellies and waterproofs while listening to the gentle instructions given by the childminder. Children in the early stages of toilet training receive consistent support from the childminder, who works in close partnership with their parents. Children follow positive hygiene practices and competently wash their hands as part of their routine. These opportunities help towards preparation for their eventual move to school. The childminder follows COVID-19 guidance to help keep children safe. For example, parents drop off and collect at the front door, and together they share more information online.

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

- The childminder constructs an interesting curriculum that takes account of individual children's interests and stages of development. She has high expectations of what they can achieve. The childminder promotes all children's emerging speech and language skills well, including those who speak English as an additional language. She engages children in conversations as they play, naming objects and introducing new words. For example, during sensory play, the childminder uses words such as 'frozen' and 'hard' to help explain how ice feels, and 'soft' and 'squidgy' to explain how jelly feels. She asks open-ended questions and gives children time to think and respond.
- Children enjoy using a variety of tools. They practise holding writing utensils, such as crayons, when mark making on the back door. Children confidently have a go at using rolling pins and cutters as they explore the properties of play dough. These skills help children to develop their physical dexterity in readiness for writing.
- Children confidently refine their large-muscle skills during challenging outdoor physical exercise. They learn to take manageable risks as they safely climb play equipment. For example, they put one hand over the other and carefully manoeuvre themselves over the top of the wooden frame, before sliding down the other side. Children know the rules when climbing in the garden. They take

turns and wait patiently for the childminder to be nearby before they start to climb.

- The childminder engages effectively with parents, settings and other local professionals when needed. This ensures a consistent approach in helping children to swiftly get the support they need to make good progress in all areas of their development.
- Children are confident and curious learners. They enjoy solving problems and finding out how things work. For example, children show great determination and perseverance when exploring a variety of scoops, bowls and utensils, including a potato masher. They focus intently on the task in hand and enthusiastically 'mash' jelly. Children excitedly share their achievements with each other, the childminder and visitors to the setting.
- The childminder promotes children's mathematical skills spontaneously and makes the most of play and everyday routines. For example, she encourages and models counting, as children create the number 'one' with glass pebbles. Children start to understand the meaning of numbers and learn to say numbers in order. They confidently point out numbers they notice around them, including the Chinese symbol for 'one'.
- Overall, children's behaviour is good and they use manners spontaneously in conversation. Children learn about what is right and wrong. They play cooperatively and begin to learn about sharing. However, on occasions, some children's behaviour dominates play and the childminder's attention. This interrupts younger children's play and potential opportunities to extend learning.

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, including from wider safeguarding concerns. She makes sure that her house and garden are secure, so that children cannot leave unsupervised, and unwanted visitors cannot gain access. The childminder maintains accurate records and documentation, such as children's attendance records.

What does the setting need to do to improve?

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

- extend the strategies for managing behaviour and provide children with effective cues to regulate their own behaviour.

Setting details

Unique reference number	2506121
Local authority	Hampshire
Inspection number	10207763
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Eastleigh, Hampshire. She operates all year round from 7am to 5.30pm, Monday to Friday. The childminder provides funded early education places for two-, three- and four-year-old children. She holds a level 6 qualification and has qualified teacher status.

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector obtained the views of parents through written feedback.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.
- The childminder and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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