

Childminder report

Inspection date: 27 January 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 form close relationships with each other and with the nurturing childminder. They show they feel secure in their environment and greet visitors with a smile when they enter the home. Babies seek out the childminder when they need cuddles and reassurance. The childminder supports their emotional well-being highly effectively and immediately responds to their individual needs. Children make independent choices from the wide range of resources and activities on offer. They are keen to include the childminder and visitors in their play, such as making pretend meals and a cup of tea. Children look in recipe books and talk about the imaginary food they are cooking. The childminder interacts with children positively; she talks to them and asks questions as they play, which helps to build on their vocabulary and understanding.

Children show an understanding of how to stay safe. They illustrate this as they ask to have their chairs pushed in when eating at the table. Children demonstrate good manners. They say 'please' and 'thank you', and ask if they can get down when they have finished eating. Older children are respectful to their younger peers and include them in their play. They gain the key skills that they need to succeed in future education.

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

- The childminder regularly assesses children's learning and current level of development. She uses this information to plan for what she wants them to learn next and adapts activities to reflect children's individual abilities. For example, older children learn to count objects in sequence, such as animals, whereas younger children practise mimicking animal sounds.
- The childminder promotes children's communication and language skills well. For example, children cuddle up to the childminder, look through books and read their favourite stories. They take part in songs and rhymes and engage effectively in discussions with the childminder. Babies babble and communicate through body language and facial expressions. The childminder listens with interest. She responds to what all children have to say and this helps children to develop their speaking skills.
- The childminder does not consistently share information with professionals at other early years settings that children also attend. She plans to engage them further and share information on children's progress and ongoing development to help provide continuity in children's learning.
- Parents are complimentary about the childminder. They appreciate the many first-hand experiences and trips the childminder provides in the local community. The childminder regularly provides parents with information on children's next steps in their development. However, she does not provide them with ideas and

guidance on how to support children's continued learning at home.

- Children behave well. They tidy away the toys and with support, sort them into their relevant boxes. Children wash their hands with little prompting and cut up their fruits at snack time. The childminder teaches children to be kind and to help each other. Children help each other find their shoes, and put on their own coats ready for outdoor play.
- Children enjoy being physically active. Regular singing and music sessions help to develop their large-muscle skills. For instance, children march around the room and learn to move in different ways. Babies shake musical instruments and clap their hands. They show good coordination and hang bangles onto a mug tree. Outside, the childminder gives babies support, such as when climbing the steps of the slide. Older children build strength in their hands and fingers as they squeeze water out of bottles and into containers.
- The childminder regularly reviews her practice, making improvements and adjustments. She analyses how children use the areas of her home and has recently adapted her provision to help babies develop their muscles, in preparation for walking. The childminder completes training to keep up to date with changes in legislation and current developments. This helps her to achieve a good level of service for children and their families.
- Children learn about the natural world. They look at pictures of insects and hunt for bugs in the garden with enthusiasm. Children have regular walks in the community, such as to local woods and ponds to feed the ducks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She frequently updates her knowledge to ensure that she fully understands all aspects of child protection and broader safeguarding concerns. For example, she is aware of how to recognise signs that children or adults may be at risk of having extreme views. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare in the home and when on outings.

What does the setting need to do to improve?

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

- strengthen the engagement with parents to help them guide their child's learning at home
- build on partnerships and exchange further information with other providers who share the care of the children.

Setting details

Unique reference number	2520385
Local authority	Hampshire
Inspection number	10208041
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 3
Total number of places	5
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Farnborough, Hampshire. She provides care Tuesday to Friday from 8am until 5.30pm, all year round. The childminder holds a relevant level 6 childcare qualification.

Information about this inspection

Inspector

Jane Franks

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 setting and has taken this into account in her evaluation of the provision.
- The childminder and the inspector completed a learning walk for the inspector to establish how the early years provision and educational programme are organised.
- The inspector observed some teaching and interactions between the childminder and the children. She then considered the impact this has on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household. The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback and discussions on the telephone.

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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