

Childminder report

Inspection date: 28 April 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 secure emotional attachments with the childminder. The childminder provides a warm, caring, and nurturing environment. Children show they feel safe and secure, seeking comfort from the childminder when they are tired. Children's communication and language are supported through meaningful interactions, with new vocabulary introduced through engaging books and stories. For instance, the childminder introduces words such as 'stationery' and 'x-ray' and explains their meaning. This helps broaden children's growing vocabulary and supports their understanding of more-complex words. Children are developing the skills they need in readiness for the next stage in their learning.

Since the COVID-19 pandemic, children's emotional well-being has been highlighted as a priority within the setting. Children explore their emotions through regular discussions and activities, for example, recording their feelings on their emotion trees. As a result, children have an increased awareness and understanding of their own emotions, as well as those of others. Children's behaviour is good. They have a positive attitude to learning. For instance, children show high levels of excitement and concentration as they count how many bubbles they pop. Children enjoy opportunities to learn about people who are similar and different to themselves. For example, they learn about the dynamics of different families through sensitively planned experiences which promote diversity. Children listen to information books and stories which celebrate differences in society.

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

- The childminder knows the children she cares for well. She identifies their interests and what they need to learn next. The childminder uses this information to complement the children's learning. For example, she uses a child's interest in books and stories to extend learning opportunities to all areas of the curriculum, creating props to support engagement and to develop children's imagination.
- The childminder provides a language-rich environment. She skilfully supports the children's communication and thinking skills, through carefully thought-out, purposeful questioning. She models correct pronunciation of words and allows children time to respond. This enables children to process the information heard and to use newly learned vocabulary.
- The childminder supports the children to develop their mathematical skills. For instance, the childminder challenges children to calculate how many bricks are left when some are taken away during play with blocks. This strengthens children's understanding of quantities as well as developing their problem-solving skills.
- Children feel confident about their daily routines. They are supported well in

developing their independence. For example, children are encouraged to persevere putting on their coats and shoes before going outside. However, further independence could be promoted during snack and mealtimes. For instance, encouraging children in doing things for themselves.

- The childminder provides a range of interesting and suitably challenging activities that, together with meaningful interactions, help the children meet their learning intentions. However, children's independence in accessing the resources could be improved through clearer organisation.
- Children learn about healthy lifestyles. As well as having regular access to the well-resourced outdoor area, the children enjoy dancing activities and trips to the local park and play centres. The childminder promotes good hygiene practices. Children are encouraged to cough into their arm and are heard singing 'wash, wash, wash our hands' while washing their hands for the duration of the song. Children consequently learn how to reduce the spread of germs, keeping themselves and others healthy.
- The childminder works closely with parents and other providers to support children's ongoing care and learning. She shares strategies to support children's development at home, for example suggesting ways to alleviate children's anxieties. This helps to maintain a continuity of learning. Parents comment positively that their children are happy, they are kept updated regularly and the childminder has a positive impact on their child's development.
- The childminder is continually reflective about her practice and takes steps to develop her own knowledge through continued professional development. The childminder seeks the views of parents and children to evaluate her practice and determine what improvements can be made. She tailors her learning to the needs of the children she cares for, implementing new ways that she can further support children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to ensure children are protected from harm. She is aware of the different signs and symptoms of abuse and how to keep children safe. This includes knowing when, how and where to report concerns. The childminder upholds mandatory qualifications such as paediatric first aid and safeguarding. Additionally, she continually strengthens her professional development to improve her understanding of how to further promote children's safeguarding, for example, recent training on witchcraft and county lines. The childminder undertakes thorough risk assessments and hygiene practices, to promote children's safety, including those related to the COVID-19 pandemic.

What does the setting need to do to improve?

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

- maximise opportunities for children to do more for themselves and develop their independence skills further
- review the organisation of resources to enhance children's play experiences even further.

Setting details

Unique reference number	2538610
Local authority	Hampshire
Inspection number	10215278
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	3 to 8
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. She lives in Andover, Hampshire. The childminder operates her service all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification in home-based childcare.

Information about this inspection

Inspector

Nina Fortuna

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed testimonials received from parents.

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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