

Childminder report

Inspection date: 25 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 are happy in this stimulating and safe environment. They form affectionate attachments with the childminder, which helps them to feel comfortable and emotionally secure. Children explore their surroundings freely as they choose from an exciting range of resources on offer. They are keen learners and try hard to master their independence skills. For example, younger children feed themselves at mealtimes with increasing confidence. Older children enjoy the responsibility of fetching cups from the cupboard to help prepare for mealtimes. Children are developing the skills they need in readiness for the next stage of their learning.

Children behave well and learn to be courteous to others. They show a developing understanding of the routines. Children have fun when they put their toys away to a tidy-up song and take pride in their accomplishments. This helps to motivate children and promote their self-esteem. They learn about the world around them through real-life experiences, such as when they observe tadpoles swimming in a tank. Older children are taught that tadpoles swim in water and frogs live on land and in water.

Children are encouraged to follow a healthy lifestyle. They show good progress in their physical development. They crawl, run and balance in the childminder's spacious garden. Children follow good hygiene routines, and older children engage in discussions about nutritious foods. This is further extended as children grow vegetables in the garden, which supports their understanding of where food comes from.

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

- The childminder is knowledgeable and experienced. She has a secure understanding of how young children learn. The childminder uses ongoing observations to identify the children's level of achievement and learning styles. She incorporates children's next steps in their learning when she plans activities to support their development. Consequently, children make good progress from their starting points.
- The childminder intertwines other areas of learning in her curriculum delivery. For example, children practise their counting skills at snack time. Older children correctly count raspberries so that they have three each. However, the childminder has not considered all opportunities to further enhance children's mathematical understanding in their play and during routine times of the day. For instance, during snack time, the childminder does not encourage children to compare size and lengths and extend children's existing understanding of shape, space and measure to a higher level.

- Children are inquisitive when they play and ask the childminder questions to develop their understanding. The childminder gives clear explanations which link to children's previous experiences. For example, children initiate a discussion about the weather. The childminder helps children to remember that the Galileo thermometer relates to hot and cold climates. This helps children to reflect on what they have already learned.
- The childminder focuses on promoting children's communication and language skills. She encourages children to engage in singing at every opportunity. Younger children use gestures to indicate what song they want the childminder to sing next. For example, they roll their hands for 'The wheels on the bus'. Older children sing in tune and can recall the lyrics and verses well.
- Children develop a love of books from the outset. Younger children enjoy cuddles with the childminder as she reads stories to them. Older children answer questions about the story with increasing confidence. This helps to promote their early reading skills.
- The childminder forms trusted relationships with parents. Parents value the information that she shares about their children's learning. They welcome the experiences that the childminder offers, such as visits to local places of interest, to help to promote children's social skills in new situations.
- The childminder is passionate about the service she provides. She reflects on her practice and is dedicated to continuous improvement. The childminder keeps her knowledge up to date through regular training. The childminder maintains links with a network of local childminders where they share ideas and good practice. However, the childminder does not link closely with other settings that children attend, to ensure that there is continuity in their care and learning.
- Children learn about the diverse world they live in beyond their immediate family. For example, children learn about traditional foods that are eaten for the Muslim festival of Eid. The childminder includes positive cultural images in the books and role-play resources which she provides. This helps children to be prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe from harm. She has a secure knowledge of the procedures to follow should she have any concerns about a child's welfare. The childminder recognises the potential signs and symptoms of abuse. This includes those relating to wider safeguarding matters, such as if a child is exposed to extremist views and beliefs. She completes regular safeguarding training and keeps her knowledge up to date. The childminder carries out risk assessments for her home and outings to ensure that children are safe. She supports children to identify and manage risks, such as when they tidy up their toys to avoid tripping on them.

What does the setting need to do to improve?

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

- strengthen links with other settings that children attend to support children's continuity of learning and care further
- enhance opportunities to extend children's existing understanding of mathematics to strengthen their skills further.

Setting details

Unique reference number	2538981
Local authority	Hampshire
Inspection number	10215298
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Winchester, Hampshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder has qualified teaching status.

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 setting.
- The childminder talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- Children spoke to the inspector about their time in the childminder's home.
- Parents shared their written views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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