

# Childminder report

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Inspection date: 7 July 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from being in the care of a childminder who knows them well. They settle in swiftly in the morning, clearly feeling safe and secure in the childminder and her co-childminder's care. Children demonstrate high levels of emotional well-being. They are curious and interested in all the childminder provides to support their learning. For example, children enthusiastically explore resources that help them learn more about dentists and hairdressers. Children show positive attitudes to their learning.

Children know the routines of the day and the expectations the childminder has for them. The childminder and her co-childminder work together effectively to support children's learning and development. They are positive role models for children. Children listen to instructions and swiftly follow requests. For instance, children are asked to 'find one thing to put in the box' before lunch. Children play cooperatively together and behave well.

Children beam with delight, for example when the boats they make float on the water. They demonstrate they are proud of their achievements. Children learn many skills, such as turn taking and sharing, pouring their own drinks and developing positive manners. They are ready to move on to the next stage in their education.

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

- The childminder has a clear idea of the skills she wants children to learn during their time in her care. She aims to create a happy and nurturing environment, where children can develop in confidence and become independent. The childminder provides children with a stimulating range of resources, set in a clean and inviting environment. Children can easily access what they want to play with, making choices and decisions. They are curious and engaged learners.
- The childminder understands what children like to do and how they like to learn. She uses this knowledge to plan activities and provide resources to build on what children already know and can do. However, at times, the childminder does not fully consider all children's individual learning needs when planning activity intentions. Younger children, for example, occasionally struggle to understand the purpose or engage in some adult-led group activities.
- Children benefit from opportunities to be physically active. They enjoy running, climbing and playing together on the see-saw. Children are self-motivated as they play and learn.
- The childminder supports children's developing communication skills effectively. She understands how children learn and uses different words to support different children. For example, younger children learn about objects 'going to

the bottom' or 'staying on top' of the water. The childminder skilfully builds on this for older children and introduces floating and sinking. Children are developing a good vocabulary as they play.

- The childminder supports children's good health. For instance, children learn why they need to wash their hands before eating. The childminder works in partnership with parents to ensure children have nutritious meals and snacks. Children are developing positive attitudes to healthy lifestyles.
- Children are learning to identify their feelings. For instance, they confidently tell the childminder why they feel happy. The childminder swiftly steps in to help children think of different ways to share and take turns. She helps children manage their behaviour in a positive way.
- The childminder and her co-childminder offer children many opportunities to learn about the wider world. They visit local farms, woods and parks. The childminder reflects on her practice well and has ideas of some areas to develop. However, she has not fully considered how to develop her own skills and knowledge to improve the curriculum even further.
- Parents comment on the high value they place on the childminder's care for their children. Additionally, they report very positively about the unwavering support and advice the childminder offers them as parents.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and safeguarding procedures. She knows what indicators and signs to look out for and how to keep children safe from harm. The childminder knows how and who to notify swiftly if she has any concerns about children's welfare. She makes effective use of risk assessments to help her provide a safe learning environment for children. The childminder ensures her first-aid qualification is in date at all times to keep children safe in her care.

## What does the setting need to do to improve?

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

- review and revise adult-led group activities to support all children's individual learning needs more effectively
- engage in planned professional development opportunities to further enhance the good-quality provision already offered to support children's learning.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2540145                                             |
| <b>Local authority</b>                             | Hampshire                                           |
| <b>Inspection number</b>                           | 10221467                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 3                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 9                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2019. She lives in Locks Heath, Hampshire. The childminder provides care from 7.30am to 5pm each weekday, throughout the year. She holds a recognised childcare qualification at level 3. The childminder receives funding for the provision of free early years education for children aged two, three and four years. She works with another registered childminder.

## Information about this inspection

**Inspector**  
Emma Dean

### 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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documents on request, including evidence of suitability of household members.
- Parents shared their views on the setting with the inspector.

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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