

Childminder report

Inspection date: 7 July 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 clearly enjoy their time in the childminder and her co-childminder's care. They readily approach her for cuddles and reassurance, which are warmly given. Children laugh as they play, showing confidence and excitement. They are self-motivated learners who show they feel safe and secure.

Children benefit from a childminder who knows them well and understands how they like to learn. They have access to a good range of resources and activities, that she provides to support and build on their learning. For instance, children sing songs enthusiastically and follow actions. They learn new words and deepen friendships as they 'row their boats' together and sing hello to everyone. Children respond positively to praise and encouragement to join in with activities.

The childminder recognises the impact COVID-19 restrictions have had on some of the children in her care. For example, she has taken positive action to help them overcome their wariness around people they do not know. Children benefit from meeting other children and people at social groups. They are developing higher levels of confidence from the secure attachment they have to the childminder.

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

- The childminder is a positive role model to the children in her care and they behave well. Children are interested in the activities she plans to support their learning. For example, they eagerly explore colour mixing in shaving foam, confidently asking the childminder questions and making links to deepen their understanding. The childminder recognises when children need more support and encouragement to engage in activities. She adapts activities to help all children make the most of learning opportunities.
- The childminder recognises children need to settle in securely before she can build on their learning. She takes the time to get to know children well. The childminder inspires them to feel safe and confident, play, explore and learn.
- The childminder has clear expectations for children. They are clearly familiar with the daily routines. However, at times, routines do not fully support children's learning. The childminder disturbs their play and learning, for example, to have a snack. She does not consistently allow children time to deeply engage in their learning.
- The childminder supports children to develop their vocabulary. Story times, for example, are interactive and children eagerly turn pages and open flaps. Children learn new words through songs and stories, as well as through back-and-forth conversations as they play. However, at times, background music can be distracting for the younger children. They can struggle to clearly hear what is said to them. This does not help children to fully focus or build on their

communication skills as effectively as possible.

- Children share social mealtimes with the childminder and her co-childminder. She uses opportunities to count with children and talk to them about what the stalks on their fruit are for. Children are interested in developing their understanding of the world. For example, they help take care of the vegetables they are growing, watering them and talking about what they will grow into. The childminder supports parents to supply healthy meals and snacks for children. They have many opportunities to be physically active as they play. Children are learning to develop healthy and active lifestyles.
- The childminder builds positive partnerships with parents and other settings children attend. This helps to ensure high levels of continuity for children's care and learning.
- Parents comment very positively about the care their children receive from the childminder. They say they receive good communication from the childminder about what their children are learning in her care. Parents report children have grown in confidence since being in the childminder's care.
- The childminder reflects on what works well for children and what does not work. She understands the benefit of keeping her skills and knowledge up to date, such as through reading and seeking out opportunities to develop new ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to promote children's well-being at all times. She knows what signs may indicate a child is at risk of possible abuse. The childminder knows the procedures to follow to report any concerns she may have about children's welfare. She understands the actions to take if there is an allegation made against herself or another member of the household. The childminder ensures she provides a safe and clean environment for children to play and learn in.

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 daily routines to allow children to engage deeply in their learning more effectively
- consider the purpose of background music so it is not a distraction and younger children can fully focus and hear when people are speaking to them.

Setting details

Unique reference number	2544082
Local authority	Hampshire
Inspection number	10221491
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	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, Monday to Friday, all year round. She receives funding for the provision of free early years education for children aged two, three and four years. The childminder works with another registered childminder.

Information about this inspection

Inspector

Emma Dean

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 provider and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is 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 documentation on request, including evidence of suitability of household members.
- Parents shared their views of 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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