

Childminder report

Inspection date:

5 September 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 develop extremely strong social skills at the childminder's well-organised, safe and welcoming setting. Older children are very considerate of younger children in activities and enjoy helping them. For example, they demonstrate where to place the herbs when making 'herb tea' and encourage them to have a go. They confidently explore the smell and taste of the herbs and talk about making 'potions'.

Children behave well. They are encouraged to share and take turns effectively. They use good manners and are respectful of each other. For example, children wait with the sand timer until it is their turn and say 'thank you' after. The childminder praises children in a consistent and meaningful way that increases their self-esteem and emotional well-being.

Children are surrounded by language as the childminder talks to them as they play. They talk about their own experiences and recall past events. For instance, they talk about finding spiders. Children listen as the childminder describes when she found a spider in the garage. They recall a time when the spider was 'invisible' and everyone was 'scared'.

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

- The childminder has developed an ambitious curriculum for the children who attend. She has designed a curriculum that has a balance of planned activities and child-led learning. The childminder focuses on children's interests and what she wants them to learn next. She knows children well and continually assesses their development. For example, she sets up a cutting activity for children who are developing their fine-motor skills.
- The childminder has a consistent approach to behaviour management. She uses age-appropriate language, regular praise and encouragement. This ensures that children feel valued and respected. Children show that they understand the childminder's expectations, for instance, by tidying up their toys before lunchtime.
- The childminder provides children with healthy snacks to help support their understanding of healthy lifestyles. Good hygiene habits are included in daily routines. For instance, children know that they must wash their hands before they eat. They enjoy a nutritious snack and show good independence skills, such as pouring their own milk and feeding themselves. This helps support children to develop the skills they need in the future, including readiness for their next stage in learning.
- The childminder plans new experiences for children. For example, they use their senses to explore herbs. She encourages them to smell and taste them. Children

pull funny faces when they taste a spring onion. The childminder helps children to use tools safely. They cut the herbs into pieces with scissors and use a pestle and mortar to grind and mash them. The childminder includes some counting as she scoops the ginger. However, she does not make full use of these opportunities to extend and challenge children's mathematical understanding.

- Children show increasing levels of care and consideration, for instance, they help to look after the childminder's tortoise. They help to feed him and they talk about what he needs to stay healthy. The childminder teaches them about how tortoises live. This supports their understanding of the world well.
- Parents are complimentary about their children's experiences and the service the childminder provides. They highlight that their children look forward to going to the childminder's and enjoy their time there. In addition, they state that their children make good progress in their learning.
- Children enjoy many outings. For example, they go on trips to the zoo, farm and country parks. This helps them to develop an excellent understanding of the world around them.
- The childminder understands the importance of partnership working and collects information about children's development from parents before they start. She also completes her own observations and assessments to identify what children already know and can do. However, she has not considered further ways to work with other professionals to help close any emerging gaps in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect the children in her care. She demonstrates a good knowledge and understanding of the signs of abuse and neglect, including issues such as the 'Prevent' duty and female genital mutilation. The childminder has procedures in place to act on concerns, including making prompt contact with relevant professionals and keeping important records. The childminder supervises the children well and ensures that her home is safe, secure and clean.

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 outside agencies to seek support and advice where there may be emerging gaps in children's development, in order to help all children make the best possible progress
- strengthen the implementation of the mathematical curriculum to further support children's understanding of early mathematical language and concepts.

Setting details

Unique reference number	2554258
Local authority	Hampshire
Inspection number	10221609
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	2 to 5
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 2017. She lives in Hamble-le-Rice, Hampshire. The childminder provides care from 7am to 7pm, Monday to Friday, throughout the year. She holds a suitable early years qualification at level 5.

Information about this inspection

Inspector

Kelli Wiseman

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 that 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.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that it was having on children's learning.
- The inspector took account of the written views of parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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