

Childminder report

Inspection date: 10 June 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

The childminder provides a warm, welcoming environment. Children form close relationships with her and appear safe and happy in her care. Children benefit from a wide range of stimulating resources that they can access independently. The childminder knows the children well. Children enjoy activities that the childminder plans to extend their interests and learning further. As a result, the children are self-motivated and fully engaged in their play, including those with special educational needs and/or disabilities.

Children become deeply immersed in their activities. They benefit from the childminder's sensitive interactions. For example, she adapts experiences appropriately for the children to explore and challenge their own creative ideas. The childminder is a positive role model and has high expectations for children's behaviour. She supports their understanding through gentle but clear rules and helps them to recognise one another's needs. For example, children respect each other's space and play well. The children enjoy being outdoors and have many opportunities to develop their large-muscle movements. The childminder takes the children out on regular trips to the park, where they practise new skills such as climbing, running and jumping.

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

- The children have access to a well-resourced and stimulating environment. The childminder carefully considers children's interests to meet the individual needs of the children. As a result, children show sustained concentration and perseverance when they are involved in a task. For example, children test out their ideas and find ways to build and connect a ramp to the structure they have built.
- The childminder supports children's speech and language development effectively. She engages children in regular conversation to extend and build on their communication skills. She speaks clearly and uses repetition of language to help children say words correctly. For example, she models and repeats the names of colours when the children mispronounce them.
- The childminder provides sequenced learning opportunities for children in ways that they enjoy. For example, children use different-shaped blocks in play and recognise patterns and shapes as part of developing their mathematical awareness. Consequently, children develop positive attitudes to learning.
- The childminder supports children to develop their own independence and promotes their self-care skills well. Children independently select toys and resources that they want to play with. Children manage and attend to their own personal needs. For example, children independently take themselves to the toilet and wash their hands afterwards.

- Children have access to a garden and local park, where they have opportunities to practise their physical skills and balance on the trim trail. The children excitedly talk about the trips to the park and how they keep themselves safe when playing on the equipment.
- The childminder plans regular trips out with other childminders to help children socialise and build on their confidence. She teaches children to have consideration for others and to respect each other. However, children do not have consistent opportunities to share other cultures, extending their understanding of what makes them unique and the diverse world in which they live.
- Children show a keen interest in their environment and living things within it. For example, the children find a tiny snail on the patio. They carefully pick it up and investigate the small shell and body. The childminder helps them come up with ideas and suggestions to keep the snail safe from harm. As a result, children learn empathy and compassion.
- Parents are complementary about the childminder's service. They say their children really enjoy their time with the childminder and look forward to attending. The childminder communicates with parents using a daily diary. However, she does not yet share ideas and suggestions with parents effectively that extend children's learning and development at home.
- The childminder evaluates her own practice effectively and attends training to deepen her knowledge and skills. For example, she implements strategies learned from recent behaviour training, in effect, having a positive impact on supporting children to understand their emotions and feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. She is aware of the possible signs and symptoms of abuse, including the 'Prevent' duty. The childminder understands her role and procedures to follow when she has concerns about a child's welfare. The childminder attends regular training to keep her knowledge up to date. She uses risk assessments effectively to ensure the safety of the children in her home and when on outings to the park.

What does the setting need to do to improve?

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

- consider ways to enhance partnerships with parents to support children's home learning even further
- further extend the opportunities to develop children's awareness of people and communities that differ from their own experiences.

Setting details

Unique reference number	2562053
Local authority	Hampshire
Inspection number	10232143
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Bishopstoke, Hampshire. She provides care for children Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder holds an appropriate early years qualification at level 3. The childminder is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Michelle Fountain

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 childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The inspector and the childminder discussed the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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