

Childminder report

Inspection date: 14 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

The childminder offers a welcoming and inclusive setting where children feel safe and settle quickly. The children's uniqueness is fostered and celebrated, with children developing high levels of emotional security. Children use a broad range of vocabulary with confidence and communicate their needs well. They develop positive relationships with their friends and enjoy each other's company.

The childminder uses opportunities that arise to extend children's mathematical understanding successfully. She counts routinely and helps children to understand differences in quantity, weight and number. Children are developing their understanding, thinking and problem-solving skills well, as they imaginatively create colourful potions. Children excitedly observe how the ice blocks melt quickly in the sunshine and are supported to think why this might happen.

Children quickly make good gains in their physical development as they are presented with challenges in their play. They develop a love of nature and animals as they set out food for George the pigeon, who is a regular visitor to the garden. Children diligently water the strawberries they are growing for their snack and talk about healthy food options. They respond well to the childminder's high expectations for their behaviour. Children share toys readily and younger children are sensitively supported to manage their feelings. They gain confidence in their own abilities and show a willingness to give new tasks a go.

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

- The childminder implements a curriculum that focusses on helping children gain the skills they need for their eventual move to school. She is clear on what children can do and what she wants children to learn next. Overall, her support for children during activities is appropriate to helping children achieve well.
- Children make good progress from their individual starting points, including children who are learning English as an additional language. However, the childminder's interactions are not focussed precisely on supporting children to build on what they know already, which would add the most benefit to a child in their learning.
- Children's developing communication and language skills are supported well. The childminder models language with good dictation and clear pronunciation. She promotes children's listening skills through a wide range of activities, including regular story times at the library. However, children are not supported to gain confidence in using the new words they have learnt so that they can make their needs known.
- The childminder successfully supports children to grow in independence and take responsibility for self-care tasks, such as putting on shoes and coats.

Children gain good awareness of the benefits of a healthy lifestyle as they spend much of their time outside in the fresh air. For example, they explore the well-resourced garden in all weathers and visit local places of interest.

- The childminder works very closely with parents to meet children's health needs, such as following routines for sleeping or providing additional support for dietary needs. Children learn the importance of sun safety, such as wearing hats and sunscreen on hot summer days. The childminder consistently promotes good manners and establishes clear boundaries and routines. Children behave very well.
- Effective partnerships with parents make a strong contribution to how well children settle in the childminders care. Parents are provided with a wealth of information that includes the progress their children are making alongside the activities they enjoy. The childminder offers practical advice and ideas to support children's learning at home. Parent feedback is very positive. They highlight the wide range of activities and the kindness shown by the nurturing and attentive childminder.
- The childminder effectively reflects on the quality of the service she provides. She accesses a wide range of training and implements this with good effect, benefitting the children in her care. For example, she has created a motivating, outdoor learning space, that offers challenges and successfully promotes children's curiosity to learn new things. The childminder values the views of parents and children who use her setting and successfully acts on any feedback.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates strong knowledge of her safeguarding responsibilities. She is clear on routes for referral should she hold a concern about a child. The childminder is committed to staying up to date with safeguarding priorities that affect her local community, such as accessing annual training and sharing expertise with other childminders in online forums. She assures children's safety well, by diligently assessing her home and garden for risks and minimising these. Children learn to effectively manage their own safety on outings, supported by the childminder's gentle reminders. For example, children watch for moving cars when they walk to local places on a busy housing estate.

Setting details

Unique reference number	2562985
Local authority	Hampshire
Inspection number	10239164
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	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Picket Twenty area of Andover, Hampshire. The childminder is open all year round, from 7.30am until 5.30pm. She provides funded early education for children aged two-, three-, and four-years-old.

Information about this inspection

Inspector
Melissa Cox

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation.
- The childminder showed the inspector around the areas of the home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children to help evaluate the quality of education.
- The childminder and inspector had discussions at relevant points during the inspection. The inspector spoke with the children and took account of their views.
- The inspector took account of parents' views from their written feedback.
- 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 this was having on children's learning.
- The childminder provided the inspector with a sample of documentation.

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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