

Childminder report

Inspection date: 19 October 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 arrive at the childminder's home happily. The youngest of children put their arms up as they gesture for a cuddle. Children demonstrate that they feel safe and secure as they confidently explore the childminder's home and seek affection and interaction from her and her co-childminder.

Children thrive during experiences out in the community. They take daily trips to local parks where they test out their physical skills and enjoy meeting members of the community. Children are curious and mostly engage well. The youngest of children develop good core strength and social skills. They excitedly wave fabrics in front of their face and play peekaboo with the engaging childminder.

The environment is set up well to support children's emerging interests and stages of development. For instance, children keenly make their own music, using readily available pots and pans. The childminder has high expectations for the children and offers them support and encouragement to try new activities, such as play dough.

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

- The childminder has a good overview of what she would like children to learn when attending her setting. She has good partnerships with parents, which enables her to plan effectively for children. The childminder has recently adapted her resources and activities to meet the needs of the younger cohort of children. This enables the youngest of children to choose activities of interest and learn good independence skills.
- The childminder plans well for children's learning and supports them to engage in activities, such as being physically active in the ball pool. However, occasionally, the busyness of routine tasks and the organisation of the day impact on children's ability to fully engage in purposeful activities.
- The childminder ensures that children have daily access to fresh air and physical activity to help support their overall health and well-being. She plans well for the daily outings to ensure that children's care needs are met. For instance, the childminder packs a first-aid kit for any accidents and drinks to keep children hydrated. Children are excited to be out in the local park. They develop good coordination as they throw and catch beanbags.
- Children behave well. Older children enjoy helping to care for the younger children. For example, they collect their clothing to go outside. Children play alongside each other and join in with activities with joint interest.
- The childminder tunes into children's interests with ease. She supports children to follow instructions as they play musical instruments and learn when to shake and when to stop. Children smile and giggle in response to the childminder's praise and encouragement.

- Children develop good communication and language skills. The childminder confidently narrates alongside children's play to encourage new vocabulary and develop children's understanding. Children show a love for stories and music. They collect books and cuddle up to the childminder to enjoy the stories together.
- The childminder has close bonds with the children and supports their emotional well-being effectively. She supports them to settle and follows their individual home routines well, such as how and when they like to sleep. Children enjoy cuddles as they wake, to ease them back into playing.
- Parents' feedback about the childminder and her co-childminder is positive. They feel that their children enjoy their time with the childminder and are always happy to attend her setting. They value all the feedback they receive and love seeing photos of the activities their children take part in.
- The childminder and her co-childminder work well together and share information about the children. However, their procedures for evaluating and reflecting on their practice are not always fully effective. This impacts on the childminder's professional development and ability to fully maximise learning opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her safeguarding responsibilities seriously. She understands the importance of sharing information and, together with her co-childminder, she keeps children safe. The childminder understands the local procedures she must follow if she needs to make a child protection referral. She has a good knowledge of the signs that may indicate a child is at risk, including signs of domestic violence. The childminder ensures that risk assessments of her premises and when taking children on outings are robust. The childminder understands the procedures she must follow in the event of an allegation against her, her co-childminder or a household member.

What does the setting need to do to improve?

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

- enhance the procedures in place to evaluate and reflect on practice, to support professional development and children's learning opportunities
- review the organisation of the day to ensure that it supports children to be fully engaged in their learning.

Setting details

Unique reference number	2574991
Local authority	Hampshire
Inspection number	10250890
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	0 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Alresford, Hampshire. She operates from Monday to Thursday for most of the year. The childminder works alongside another registered childminder. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Hayley Doncom

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder had a learning walk so that the inspector could understand how the early years provision and the curriculum are organised.
- The inspector held discussions with children, the childminder, the co-childminder and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included evidence of training qualifications, accident records and observations of children's development.

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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