

Childminder report

Inspection date: 25 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder and her co-minder. They display good levels of concentration as they fully immerse themselves in play. The childminder knows children very well. She recognises when children need extra reassurance, providing regular cuddles and comfort. As a result, children form strong attachments, which enables them to explore the environment with confidence.

Children learn to be effective communicators, helping to prepare them for their future learning. Older children demonstrate curiosity as they ask questions and listen intently to explanations. For instance, they gain new vocabulary as they engage in discussions about scarecrows. Babies learn new words, which help them to make connections with the world. For example, they copy the childminder and repeat the word 'down' as they push balls down a ball run.

Children behave well. They follow the rules and gain an understanding of how these keep them safe. For example, children know that they have to remain sitting until they have finished their snack, to reduce the risk of choking. Strong hygiene routines help to keep children safe from cross-contamination. Children cover their mouths when they cough and wash their hands regularly. As a result, they learn how to keep themselves safe and healthy.

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

- The childminder and her co-minder have a clear vision for what they want children to learn. They use assessment effectively to identify and implement children's next steps in learning. Resources and activities are precisely planned to meet the developing needs of each child. For instance, older children refine their fine motor development. They squish, roll, shape and cut play dough with scissors. This helps children develop the skills they will need for future writing.
- Children learn early literacy skills that will prepare them for future reading. Older children recognise the first letter of their name. They have fun as they make connections by thinking of other words beginning with the same letter. Babies develop a love of stories. They snuggle with the childminder and turn the pages of a book. The childminder names the objects on the page, and babies have a go at repeating the words back. As a result, children are developing a secure foundation to support their future learning.
- Children have lots of opportunities to develop their gross motor skills. For example, children engage in dance with the childminder. Even babies follow instructions as they sway, clap and wave fabric in time with the music. They strengthen their core muscles as they stretch up high to 'touch the clouds'. Children develop good coordination as they navigate the space around them

with care.

- Children develop secure friendships with their peers. They foster kindness and respect, which is also modelled well by the childminder. Children manage their feelings well and are becoming aware of the feelings of others. For example, while dancing, a child identifies that her friend only has one piece of fabric. She approaches the other child and says, 'Here, you can have mine'. Children are learning to find solutions to their problems. For instance, the childminder purposefully reduces the number of play dough toys available to older children. This encourages them to practise their negotiation skills, identifying the need to take turns. This helps children to develop the essential skills they will need to maintain future relationships.
- The childminder updates her professional development, knowledge and skills regularly. She uses accurate self-assessment to identify areas for improvement in her practice. For instance, the childminder has appropriate arrangements to keep children safe when using the internet in her home. However, she does not support children to fully understand the potential risks. Although the childminder recognises this as an area for improvement, she has not yet taken steps to enhance this area of practice.
- Parents report that they are very happy with the care and education their children receive. The childminder communicates regularly with parents. This includes daily face-to-face conversations and monthly progress reports. The childminder regularly shares children's planned next steps and home learning ideas with parents. This helps children reach their full potential.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping the children in her care safe from potential harm. Formal child protection training has provided the childminder with in-depth knowledge of the indicators of abuse. This includes children who may be at risk of extreme views and behaviours. The childminder is confident in knowing the agencies to contact should she have a child welfare concern. She has a secure understanding of local partnership safeguarding procedures and referral systems. The childminder uses risk assessment effectively to identify and minimise potential risk to children. The childminder and her co-minder provide a secure environment, where children feel safe.

What does the setting need to do to improve?

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

- extend children's knowledge of online safety and where to get support should they need it.

Setting details

Unique reference number	2579700
Local authority	Hampshire
Inspection number	10254363
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 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	24 August 2022

Information about this early years setting

The childminder registered in 2020. She lives in Petersfield, Hampshire. The childminder works with another childminder at the same premises. She provides care for children Monday to Thursday, from 8am to 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children.
- Observations were carried out by the inspector of the childminder interacting and communicating with the children.
- The inspector spoke to children and the childminder at convenient times and reviewed written feedback from parents.
- A sample of documentation was reviewed, including suitability checks of household members.

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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