

Childminder report

Inspection date:

7 November 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 are happy, relaxed and feel secure. They thoroughly enjoy the time that they spend with the childminder in this caring and nurturing environment. The childminder has worked hard to ensure that the children can freely access and explore resources that interest them. This helps children to develop their independence skills. The children benefit from the wide range of activities planned by the childminder. For example, trips to the local woods, parks and farms. This helps to extend the children's understanding of the world.

The childminder has high expectations for children's learning. She skilfully adapts activities to suit the varying ages of the children. For example, when playing with pasta and a selection of pots and utensils, some children are asked to pour carefully for themselves, whilst others work one to one with the childminder who guides and models her expectations. The childminder is enthusiastic and reacts to the children's responses sensitively. This helps to keep the children engaged in the activity and their learning.

Children behave well. They listen to the childminder intently and are clear of her expectations. Children begin to share toys and resources and are gaining an understanding of right and wrong. The childminder regularly provides the children with lots of reassurance and genuine praise. The children demonstrate high levels of self-esteem and emotional well-being.

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

- The childminder gets to know the individual children well. She has a good understanding of each child's personality, interests and abilities, that make them unique. The childminder is knowledgeable about the steps to take in the case of any delays in a child's learning and development and works with outside agencies effectively when required. This supports the planning of experiences and activities that reflect the children's needs and promotes good levels of progress for all children.
- The childminder has a good understanding of how children learn. She provides a wide range of learning experiences that focus on next steps in learning and supports children's language development effectively. For example, when playing with vehicles, she introduced the word 'excavator' alongside the children's suggestion of 'digger'.
- The childminder has worked hard to ensure that the environment is safe. However, she does not always ensure that all children understand and follow good hygiene practices. For example, washing hands after blowing noses and before eating snack.
- The childminder prioritises children's emotional well-being. She acknowledges

the impact that life changes may have on the children, for example, the birth of a new baby. The childminder actively works with parents to support children in feeling secure when adapting to these changes.

- The childminder models and promotes positive behaviour choices. Children generally share toys and resources well and are learning to take turns. When required, the childminder is quick to remind children of her expectations. For example, when children throw toys, she gently states that throwing toys inside is dangerous and not allowed. She then is sure to acknowledge and praise good behaviour to further encourage these positive choices.
- Children benefit from lots of outdoor experiences. They enjoy local parks, garden play and seasonal fruit picking. The children are provided with lots of opportunities to develop their physical skills. They also enjoy meeting other children at groups, which helps to develop their social skills. Children enjoy learning about special days and celebrations such as Halloween and Christmas. However, these tend to focus on the Christian calendar. This limits opportunities for children to learn about the wide range of cultures that reflect the diverse society in which they live.
- The childminder has good relationships with parents. Parents speak very highly of the childminder and are happy with the care she provides for their children. The childminder communicates with parents daily, sharing information about progress and photos of activities. Parents are also encouraged to share pictures and anecdotes from home which helps the childminder provide consistency in the children's' learning and experiences.
- The childminder attends regular and beneficial training. She keeps her knowledge and skills up to date and is reflective in her practice. For example, she has attended numerous courses to further develop her knowledge of how children best learn. The childminder reports that this supported her in improving her questioning skills, while further developing her ability to tailor activities to individual needs. This cycle of self-reflective practice helps the childminder to continually improve her practice and ensures good-quality provision for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends safeguard training to ensure that her knowledge is up to date. She fully understands her responsibilities to keep children in her care safe. The childminder is aware of the possible signs of neglect and abuse, and is clear about what procedures she should follow if she had a concern about a child. She also has a good understanding of the correct procedures that she should follow if an allegation was made against her or household member.

The childminder has up to date training and a sound knowledge of paediatric first aid. She keeps accurate and informative records of any injuries or incidents, and these are shared with parents. She also has robust risk assessments in place to always keep children safe.

What does the setting need to do to improve?

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

- support children to understand the importance of consistently following good hygiene routines
- increase the range of experiences offered to extend children's understanding of the lives and experiences of others.

Setting details

Unique reference number	2593481
Local authority	Hampshire
Inspection number	10251309
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is situated in the Blackwater area on the border of Hampshire and Surrey. She operates from 7.45am until 5.30pm, Monday to Friday, all year round. The childminder accepts funding for children who are two, three and four years of age. She has an appropriate early years qualification.

Information about this inspection

Inspector
Zoe Abraham

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views through written feedback.
- The childminder spoke to the inspector about children's learning and development and how this was planned for at appropriate intervals.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed a planned activity and provided feedback to the childminder.
- The inspector tracked the experiences of children and observed activities and peer-on-peer and adult-with-child interactions.

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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