

Childminder report

Inspection date: 29 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 build strong bonds with the childminder and show that they feel safe and secure. They enjoy coming to this inclusive and nurturing setting and are greeted positively by the childminder, who knows the children and their families well. Children immediately seek out resources to explore and have big smiles on their faces. The childminder gives reassuring cuddles to children, showing that she supports their emotional development.

Children display excellent behaviour and show mutual respect for one another. They are excited to play together and demonstrate extremely friendly relationships. Older children include younger children in their play and share resources cooperatively. For example, they pass each other a spade, which is out of their reach, so that they can dig in the sand alongside one another. Children display excellent manners and use 'please' and 'thank you' regularly when addressing each other.

Children benefit from a childminder who enthusiastically plans interesting and exciting opportunities for them. Children learn about the world around them through a broad range of outings. They enjoy regular visits to the park and the woods, meeting up with other children and collecting natural resources such as sticks to use in their play. This helps to encourage their social skills.

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

- The childminder creates a varied curriculum for children based on what children already know and can do. She uses information gained from parents to plan targeted activities to support children's development. The childminder places a high emphasis on promoting children's personal, social and emotional development and mathematical skills. This helps children to settle quickly and feel emotionally secure. The childminder wants children to learn to be independent and further develop their social skills in preparation for their next stage in their learning.
- The childminder has a clear vision for her setting and is passionate about teaching children to be independent. For instance, children show determination as they work together to push two pieces of plastic Easter eggs back into one egg. They smile as the childminder praises their efforts. The childminder wants the children in her care to become 'lovely little humans'.
- The childminder supports children to develop effective communication skills. She encourages children's speech by asking targeted questions, such as 'What comes out of a volcano?' Children instantly shout 'lava' and then begin to talk about how lava is 'hot'. This helps to encourage children's critical-thinking skills. However, she does not always consider the effects that background noise, such

as music, has on children's ability to hear and learn new words.

- Children wash their hands before lunchtime and talk about how they are washing away the germs. They sit carefully on chairs at lunchtime and chat happily to the childminder about what they have in their lunch boxes. The childminder encourages children to eat their sandwiches first before eating any treats. Lunchtime is a sociable time, and children display exceptionally good manners to all.
- Children have access to fresh air to develop their physical skills as they explore the outdoors. They confidently use a slide and walk along balancing beams, before jumping off into plastic rings placed at the end of the beams. The childminder cheers as they do this successfully, and then adds more rings to add further challenge. Children enjoy this challenge and demonstrate that they can confidently meet it.
- The childminder is full of fun and enjoys time spent with children. She encourages children to crawl through a tunnel and plays 'peekaboo' with them as they reach the end. Children laugh and enthusiastically run back round to the start of the tunnel to repeat the game. Children also enjoy an Easter egg hunt. They show good imagination skills as they hide their eggs from 'the big bad wolf', remembering the wolf from a story they have been reading with the childminder.
- Children show positive attitudes to learning and make rapid progress in their development. They gain an early understanding of mathematics and use mathematical language in their play. For instance, children make mud pies in the garden and sell them for 'five pennies'.
- Partnership with parents is good. They comment positively that their children are always happy to attend the childminder's house. They are happy with the care that children receive and feel that they are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. This includes various safeguarding issues, such as internet safety and county lines. The childminder is confident in the action to take should she have concerns about children. She has a secure understanding of who to contact should she need to make a safeguarding referral or should an allegation be made about her or a household member. The childminder has a good awareness of what symptoms may indicate a child is at risk of abuse. The childminder uses robust risk assessment procedures to help keep children safe. Children learn to keep themselves safe, such as when they cross the road.

What does the setting need to do to improve?

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

- consider the impact that background noise, such as music, has on children's ability to hear and learn new words.

Setting details

Unique reference number	2593899
Local authority	Hampshire
Inspection number	10260151
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Gosport, Hampshire. She works with a co-childminder. The childminder provides care from Monday to Friday, 7.30am to 5pm, term time only. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Clare Leake

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 talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- Parents shared their written views of the childminder's provision with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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