

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 are happy, confident and settled in the childminder's care. They play happily in this warm and homely environment. Children are keen learners. They move around freely in the learning space and choose from a range of resources that interest them. For example, children fill up a bottle of water and put a toy snake into it. They place the bottle carefully on the side and talk about how the snake is 'in its home, safe'. The childminder praises children for showing care and concern for the snake.

Children listen attentively to the childminder and enjoy stories and songs. They are self-motivated and active learners. Children are provided with a variety of resources and experiences that enhance their development. For example, they balance along balancing beams and jump off, aiming to land in plastic hoops. Children demonstrate exemplary behaviour. They work together to tidy away the high-quality resources, thanking each other as they do so.

Children enjoy the outdoor learning environment and have many opportunities to learn about the wider world. They visit local parks and the woods and collect natural objects such as sticks and stones. Children take these back to the childminder's house and use them in their play. The childminder has high expectations for all children.

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

- The childminder plans engaging and stimulating activities to support children's development. He uses his knowledge of the children to focus the curriculum on their next steps and interests. The childminder builds on what children already know and what they need to learn next. He uses this information to make effective plans to close any gaps children have and develop their skills and understanding further.
- The childminder updates his knowledge and skills regularly by attending training. He then incorporates what he has learned into his practice. For example, recent training on children's emotional development has given the childminder a greater understanding of why children may act in a particular way. This has a positive impact on children's learning. The childminder would like to source further training opportunities for himself to carry out in the future in order to continue to embed his understanding of how children learn and develop.
- The childminder is passionate about providing fun and interesting activities for children. For example, he encourages children to take part in an Easter egg hunt. Children excitedly explore the outdoor environment, collecting eggs and putting them into a basket. Children laugh when they enjoy a game with the childminder who pretends he is a wolf trying to take the eggs. The childminder

praises the children for sharing the eggs between them all.

- The childminder supports children's speech and language well. He engages children in regular conversations throughout the day to build on their communication skills. Children enthusiastically listen to and join in with a story about a hungry caterpillar. They laugh and giggle as they use props to increase their enjoyment of the story. Children know the story well and talk about what they can see in the pictures.
- The childminder introduces children to counting and mathematical language as they play. He encourages children to use scales to weigh plastic Easter eggs and count how many eggs it takes to even out each side of the scales. Children work together to balance the scales. They are extremely patient and polite as they take turns and pass each other eggs. Children are encouraged to open the plastic eggs to see what they can find inside. They discover items such as fabric fluffy chicks, which they stroke kindly. Children then show determination and perseverance as they put both parts of the egg back together.
- The childminder builds strong partnerships with parents who talk about how their children have been 'nurtured' and how their 'confidence has grown'. He shares information with parents about what their children have been doing and their achievements during the day. The childminder gives parents ideas about how to promote children's development at home. This helps to reinforce learning carried out at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a robust safeguarding policy and recognises the importance of receiving regular safeguarding training. He is highly knowledgeable about different types of child abuse and how to recognise symptoms. The childminder also has good knowledge relating to other forms of abuse, including preventing children and their families from being drawn into radicalisation and how to keep children safe online. He is clear on the correct procedure to follow should he ever need to report any concerns he might have about a child in his care. The childminder has a clear understanding of how to keep children safe on trips out and completes ongoing risk assessments during outings.

What does the setting need to do to improve?

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

- continue to develop professional skills and knowledge to support good-quality teaching for all children.

Setting details

Unique reference number	2593908
Local authority	Hampshire
Inspection number	10263178
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. He works with a co-childminder. The childminder provides care from Monday to Friday, 7.30am to 5pm, term time only. He holds qualified teacher status.

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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