

Childminder report

Inspection date: 18 October 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The children happily approach the setting and enter through a welcoming library area, where books are stored near the door for children to take home. Children's learning continues in the garden, where there are opportunities to push cars down ramps, hammer nails into pumpkins and mark make on easels. Children are happy communicating with the other children and the adult as they explore the environment. They eagerly go to the playroom at the back of garden. Here, they can access stories with props, such as sensory bottles that relate to the story, as well as imaginative play, puzzles, maths activities and resources to construct with.

The children confidently and enthusiastically join in with a mixture of child- and adult-led activities, which support their learning and development. The childminder consistently extends the children's learning and challenges them further. Children use their prior knowledge when answering questions and to problem solve. They independently access resources. Children cut herbs from the herb plants they have grown, adding them to soup that consists of many different ingredients from the mud kitchen.

The children know the routine. They follow instructions and have a positive attitude towards their learning. They tidy up using a song and small achievable tasks to get the job done. Children have many opportunities to explore and manage their own risks. They visit many different environments, including the library, singing sessions and the farm.

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

- The childminder follows the children's interests and plans in the moment. For example, the children have been carrying out autumn-themed activities this week. There have been opportunities to use their listening skills on autumn walks and count conkers into decorated bags. The childminder knows the children well and can illustrate what each child's next step is in their learning is. This is then seen in the activities that are set out and when the childminder joins in their play.
- The childminder extends children's learning by asking questions, and there is always good two-way communication. The childminder has strong teaching skills, and she constantly introduces new words. For example, she explained the word 'swamp' to children, and they all agreed to stick to muddy puddles. This helps to ensure that children build a rich vocabulary.
- The children lead a healthy lifestyle while with the childminder. They are currently participating in a thousand-minutes outdoor challenge, and they join in with yoga and spend the majority of the day outside. They drink water throughout the day and have healthy snacks. They have also visited a dentist to

promote oral health.

- Children fully engage in the activities they participate in. They independently and confidently access anything they want to do. For example, they squirt paint into a pot to then brush onto the easel. Every child is progressing in their development and are proud of their achievements.
- Children's achievements are supported by the childminder. Children persevere in tasks and solve problems if needed. The childminder frequently uses mathematical language to extend children's learning further. For instance, she questions them about magnetic shapes, explaining the properties of a rectangle. She shows children how two rectangles can join together to make a square. This inspires children as they use a range of shapes to build and construct.
- The childminder has a good relationship with parents. She uses an online system to provide parents with information on policies, daily activities, contact lists and learning observations. Parents feel at ease sending their children to such a kind, friendly and accommodating person. One parent said, for example: 'She provides amazing updates throughout the day and is always taking our child on new adventures and showing her new skills.'
- The childminder is a highly skilled, qualified teacher who has high standards for all the children. She uses online training to keep her knowledge up to date. However, she does not precisely focus her professional development on raising the quality of the provision to the highest level.
- The childminder promotes equality and diversity, such as through learning about different celebrations. These include Easter, Chinese New Year and Diwali. Children have also learned some Portuguese words from one of their peers. Children happily explore a globe and talk about different countries that they find.

Safeguarding

The arrangements for safeguarding are effective.

The childminder deploys herself skilfully, so the children are always within sight and sound. She has a good understanding of the different ratios depending on the age and need of the child. The childminder manages risk at her home and when they are out exploring the environment. For instance, she uses a security camera doorbell to see who is approaching the house. She has undertaken designated safeguarding lead training and has a sound knowledge of safeguarding, including behaviours to look out for. For example, she understands the possible signs of radicalisation, county lines or female genital mutilation. She understands when she needs to report her concerns and when she needs to challenge behaviours.

What does the setting need to do to improve?

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

- focus plans for professional development even more sharply on further

enhancing knowledge and skills, to raise the quality of children's experiences to an even higher level.

Setting details

Unique reference number	2596642
Local authority	Hampshire
Inspection number	10251415
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	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The Childminder registered in 2020. She lives in Waterlooville, Hampshire. The childminder is open 7.30am to 5.30pm, Monday to Friday, throughout the year. The childminder is a qualified teacher. She receives funding to provide early education for children aged three and four years.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation.
- The inspector received feedback from parents about the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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