

Childminder report

Inspection date: 12 December 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

Children are warmly welcomed into the childminder's home. They thrive in this loving and warm environment created by the nurturing childminder. Children seek reassuring cuddles and happily climb on the childminder's lap to read their favourite stories. They clearly feel safe and secure.

Children's behaviour is good. They listen to the childminder and carry out her requests. For example, children willingly tidy away the toys before lunch. Children are increasingly confident to carry out self-care tasks. For example, they confidently blow their own noses and wash their hands independently before mealtimes. This helps to prepare them in readiness for starting school.

Children are very familiar with the established routines. They navigate with interest and ease around the setting, choosing activities that spark their curiosity and excitement. For example, children happily take part in song times, using musical instruments that they shake and bang. Young children show curiosity and delight as they explore the sounds that different musical instruments make.

Children's physical development is promoted well. For instance, toddlers use sticks to make marks in play dough. They giggle in delight as they squash and squeeze the play dough in their hands. Children concentrate well as they pick up sequins and beads to decorate their 'Christmas tree'. These activities help to develop children's small-muscle skills.

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

- The childminder plans a broad curriculum which focuses on what children know and enjoy. She has a secure understanding of how to plan activities based on children's interests and next steps in learning. For example, younger children who are learning to walk are encouraged to stand and are supported to use things around them to practise walking. Older children are encouraged to count the number of banana pieces at snack time. They confidently count to 10 in sequence and think about what number comes next.
- The childminder helps children recognise and talk about emotions. For example, they discuss how a fish in a story feels. Children show the childminder a sad face and tell her why the character is upset. This supports their emotional well-being and gives children the confidence to express themselves.
- Parents are very complimentary about the childminder and the service she provides. They like the 'home away from home' setting and comment positively on the trips out and places children can visit. Parents state that their children 'absolutely adore' the childminder.
- The childminder gathers detailed information from parents when children first

start. She uses this and her own observations to plan activities she knows children will enjoy. The childminder effectively shares information with other settings children also attend to help promote consistency in care and learning.

- The childminder finds out about the experiences children have at home. She creates opportunities to broaden their knowledge. For example, the childminder takes children to the allotment to grow fruit and vegetables. These experiences help children to understand where food comes from.
- The childminder is sensitive at nappy changing times, asking the children if she can change their nappy. This supports the children's respect for themselves and for others.
- The childminder supports children's language skills overall. She speaks clearly and holds conversations with older children. However, she often asks too many questions and does not consistently allow children time to think of their answers. This does not fully support their thinking and problem-solving skills.
- The childminder is extremely reflective in her practice and continuously seeks ways to improve the experiences she provides to the children. She undertakes high-quality training to support her own development. For example, recent training has improved her knowledge of 'schema play' for children and how she can support them.
- The childminder provides children with lots of opportunities to learn about the local community. For instance, children regularly attend forest school sessions where they learn more about nature and wildlife. They enjoy choosing books at the local library with the childminder and taking them home to share with their family.
- The childminder reads stories in an exciting and engaging way. For example, she uses a story sack filled with items linked to the story of 'The Very Hungry Caterpillar'. Children delight as they find the correct items, such as pieces of fruit, as the story progresses. This engages the children in the story and helps to promote their love of books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge and understanding of how to keep children safe in her care. She is confident of the signs and symptoms of abuse that may indicate that a child is at risk of harm. The childminder also understands her responsibilities in managing allegations. She ensures her safeguarding knowledge is kept up to date through refresher training to support her knowledge of local safeguarding concerns, such as the 'Prevent' duty. The childminder ensures that any potential hazards are minimised as she completes regular risk assessments in the home environment and when she goes on trips with the children. The childminder teaches children about risks. For example, older children learn about online safety so that they know how to keep themselves safe.

What does the setting need to do to improve?

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

- improve the use of questioning to allow children time to think and respond and to help support their early language development.

Setting details

Unique reference number	2606296
Local authority	Hampshire
Inspection number	10262999
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 4
Total number of places	4
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 Fleet, Hampshire. She operates all year round, Monday to Friday, from 8am to 5.30pm. The childminder accepts funded early education for two-, three- and four-year-old children. She holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Sarah Richards

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 and verbal 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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