

Childminder report

Inspection date: 11 January 2023

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 enjoy their time with this fun, loving and nurturing childminder. Younger children settle quickly and happily self-select toys to play with. For example, they push buttons on a pretend space rocket and dance in time to the music. Children have their fine motor skills extended, as they excitedly explore cereals with their hands. Children use scoops to fill and empty containers. This supports their hand-to-eye coordination in preparation for using cutlery to feed themselves.

Children build strong friendships and have close bonds with the childminder. Children snuggle in to her for cuddles as she reads a story about trains. Children giggle and smile as she joins in their play. For example, younger children laugh loudly when the childminder plays peekaboo with them. Children behave well and the childminder is a good role model. Children show confidence and resilience from an early age, which enables them to fulfil their potential. For example, they bring toys to share with visitors and keep trying to put scoops of pretend ice cream on cones until they succeed.

All children, including those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, make good progress from their starting points. They are well prepared for their next stage in learning, such as school.

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

- Children develop a good awareness of healthy lifestyles. For example, they regularly go on long walks, getting exercise and exploring the local area. They spend time in the garden, where they can explore water, use ride-on toys and play in the sandpit. The childminder provides healthy foods at mealtimes and talks to the children about the need to drink plenty of water.
- Partnerships with parents are good. The childminder works closely with parents right from the start to share detailed information about children's interests and stage of development. Children are provided with a personalised curriculum. This helps them to feel confident and secure. Parents are given ideas for ways they can support their children's learning at home. They are very happy with the care their children receive, and describe the childminder as being very professional and providing a 'wonderful, caring environment' for their children to learn and grow in.
- Children have a clear understanding of the well-established routines. They help to tidy away the toys to make it safe, and clean the table after eating. This helps them to develop their understanding of expectations and prepares them for what will happen next. Children increase their independence and have many opportunities to do things for themselves. For example, children confidently

choose fruit, feed themselves and drink from beakers.

- The childminder has a fully inclusive setting. She celebrates diversity with the children. For example, she reads a range of stories, celebrates festivals that are relevant to the children and provides varied resources. The childminder works hard to break stereotypes the children may have, through regular discussions while out and about in the community. She also uses sign language and learns key words in children's home language to help them feel included and valued.
- The childminder knows the children extremely well. For example, she provides the children with a wide range of interesting activities and resources that they can access independently. She supports children well and is very attentive to their needs. The childminder takes children to toddler groups and soft play. Children learn how to interact with others and develop their social skills in larger groups, in preparation for school.
- The childminder expands children's vocabulary with activities that are sometimes rich in conversation. For instance, she provides a narrative alongside their play and gently corrects mispronunciations of words. However, at times, the childminder does not fully recognise how she can use strategies, such as questioning, to introduce and develop children's language even further.
- The childminder knows her strengths and is keen to continuously improve her practice. She shares new ideas with other childminders and listens to parents' feedback. The childminder accesses training courses and other useful information online to update her skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high priority on children's safety. She has a clear understanding of her role in keeping children safe and protecting them from harm. The childminder is aware of possible indicators of abuse, including issues such as domestic violence, radicalisation and physical abuse. The childminder is aware of the local procedures she must follow to report any safeguarding concerns. She routinely checks her resources and the environment to ensure that they remain safe. This includes suitability checks for those living on premises. The childminder holds a current paediatric first-aid certificate. Children are supervised as they play and during mealtimes. Sleeping children are checked regularly.

What does the setting need to do to improve?

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

- review ways to introduce new language and use questioning to help extend children's language development.

Setting details

Unique reference number	2612179
Local authority	Hampshire
Inspection number	10264508
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 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Fleet, Hampshire. The childminder provides care Monday to Wednesdays, for most of the year, from 7.30am to 5.30pm.

Information about this inspection

Inspector

Bev Boyd

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 childminder and has taken that into account in her evaluation of the childminder.
- The inspector obtained the views of the parents through written and verbal feedback.
- The childminder and inspector completed a learning walk together and discussed the learning intentions for the children.
- The inspector sampled a range of documentation, including the childminder's first-aid certificate, safeguarding policy and consent forms.
- The childminder and inspector completed a joint observation together.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the 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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