

Childminder report

Inspection date: 7 June 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 arrive at the setting very happy. The childminder builds warm and trusting relationships with the children. They leave their parents and engage in their play. Children take the lead in their own play. For example, they play imaginatively, pretending to be people who help us, such as police officers. The childminder talks about people who help to keep us safe. This helps children understand the important roles of other people in society.

Children enjoy their time playing outdoors. For example, they explore and play games together. The childminder is always nearby to offer support and to minimise risks during play. The childminder wants children to learn about the outside world. She incorporates different experiences into her planning of each day to enhance the curriculum. For example, children regularly visit the local beach, woods and parks. Children behave well. They follow instructions and respond well to the childminder's expectations, such as when she reminds them to take turns and share. For example, children play cooperatively and patiently wait for their friends to have a go with toys. This helps to encourage children to behave positively.

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

- The childminder provides a well-balanced curriculum, which is built on children's interests. For example, the childminder extends children's fascination of a bee in the garden. She uses opportunities to help children develop their understanding about living things. They look under logs for other insects and talk about their habitats. This sparks children's curiosity and supports their learning and development.
- Children show positive attitudes to learning as they explore the homely environment. For instance, they show high levels of concentration as they pour rice into containers. Children show kindness to their friends as they ask younger children to join in with their play. Younger children seek reassurance from the childminder when they are feeling unsure. She offers gentle support to help them feel more confident to join in.
- Children enjoy daily opportunities for fresh air and physical exercise. They have regular opportunities to develop their skills. For example, they learn to climb, balance and jump on soft-play equipment. Children learn how to look after their bodies as they learn about healthy eating and oral health. However, children share a bowl of water to wash their hands before mealtimes. This does not minimise the risk of cross-infection.
- The childminder is committed to improving her own practice. For example, she attends webinars and online training. She has recently enrolled in a project that promotes happiness, well-being and good mental health. The childminder networks with other community groups to share ideas and topics. For instance,

she replicates learning opportunities that children enjoy when they attend groups. This helps to extend children's interest further.

- Children make good progress in their communication and language development. The childminder models language well. She introduces new words to build on children's growing vocabulary. For instance, she uses descriptive words, such as 'smooth' and 'slimy', as children watch a slug move in the garden. Furthermore, the childminder uses strategies from external professionals. She follows advice by organising activities to support speech. For example, children play games that focus on speech sounds they need to practise. This helps to support emerging speech and language skills.
- Parents speak highly of the childminder. They report positively about the childminder's caring approach. They praise the wide range of activities and outings that their children take part in. Parents say that their children make great progress. They work with the childminder to achieve their children's next steps in learning.
- The childminder provides lots of opportunities for children to join in with singing. For instance, she encourages children to sing familiar songs, such as 'Wind the bobbin up'. Children clap with excitement and join in with the actions. The childminder encourages young children to repeat the actions and praises their efforts. This helps children develop new language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe. She is clear about the signs to look out for and is aware of the procedures to follow if she suspects that a child is at risk of abuse. This includes concerns relating to their exposure to extreme views or radicalisation. The childminder is clear on the procedures to follow in the event of an allegation being made against herself. The childminder updates her knowledge through regular training. She keeps her home safe and conducts risk assessments to ensure the premises are secure.

What does the setting need to do to improve?

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

- strengthen teaching to give children the knowledge and skills they need to manage their own personal hygiene needs.

Setting details

Unique reference number	2623086
Local authority	Hampshire
Inspection number	10280921
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 2
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in February 2021. She has a level 3 qualification and lives in Lyndhurst, Hampshire. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the provider 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 the evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that it was having on children's learning.
- The inspector took account of the written views of parents.
- The childminder provided the inspector with a sample of key documents 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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