

Childminder report

Inspection date: 28 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 and families are greeted warmly by the childminder and her assistant, which helps children to separate from their parents with ease. Children have formed secure attachments with the caring childminder and her assistant. The childminder meets children's needs well. She and her assistant readily offer cuddles if required, which helps children to feel safe and secure. Children understand routines and procedures. For example, the childminder and her assistant encourage children to register their attendance by placing their photo on a registration board. This supports their developing independence skills. The childminder and her assistant encourage children to make choices on the direction of their play and skilfully incorporate their interests in exciting adult-led activities. This helps to engage children and motivates them to learn.

The childminder and her assistant ensure that children have plenty of opportunities to access fresh air and exercise. They praise children's efforts as they practise running at the local park and as they move their bodies in different ways during yoga activities. Children develop an understanding of how to keep themselves healthy. For example, the childminder and her assistant teach them how to plant and harvest vegetables, such as potatoes, radishes and green beans. The childminder and her assistant teach children about aspects of the community and people that help us through visits to the local fire and police stations. They support children's understanding of diversity through a variety of interesting activities. For instance, children recently enjoyed creating a castle for the King's Coronation and celebrate festivals, such as Chinese New Year.

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

- The childminder and her assistant understand what children know and can do. They plan activities to meet children's individual interests, as well as their age and stage of development. Adult-led activities are thoughtfully planned to build on previous learning, engage children and motivate them to learn. For instance, children demonstrate their understanding of how to look after their teeth with carefully planned activities. The childminder and her assistant help to extend children's knowledge and understanding through discussion and encouraging them to experiment with a variety of dentistry resources.
- The quality of education is good. The childminder and her assistant are committed to providing the best possible care and education for all children. Children, including those with special educational needs and/or disabilities make good progress. The childminder and her assistant quickly identify any gaps in their learning. They tailor learning to the individual needs of children and signpost parents to other professionals. This helps to close gaps in children's learning and development.

- Generally, children's behaviour is good. However, on occasion, the childminder and her assistant are not consistent in their approach to addressing challenging behaviours. They do not always provide children with clear expectations as to why their behaviour is not acceptable. This means that children do not always understand behavioural expectations.
- Overall, children make good progress in their communication and language. The childminder and her assistant help children to develop their vocabulary through using a rich variety of language. They model words such as 'oral health' and encourage children to experiment with words and sentences through open questioning techniques. However, the childminder and her assistant do not always provide children with enough time to process and respond to questions and information. As a result, children do not always have opportunities to fully express themselves.
- Partnerships with parents are good. Parents express that the childminder and her assistant keep them updated of children's routines and progress. Parents feel included in their children's learning. For example, children enjoy learning about growing plants through trips to a parent's local allotment. Children's experiences are shared with parents on a daily basis. This helps to ensure that parents are kept informed about their child's care and learning.
- The childminder and her assistant attend regular training to support their professional development. They use the knowledge gained from training to enhance the quality of teaching and education they provide. The childminder regularly reflects on her own practice and provides regular appraisals for her assistant. She plans training around the specific requirements of children to minimise gaps in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to keep children safe from harm. They know the signs and symptoms of abuse, including signs that indicate children may be at risk of exploitation, such as extremism and female genital mutilation. They know the procedure to follow if they are concerned for a child's safety. The premises are safe and secure for children. The childminder and her assistant regularly check the setting for hazards and clean resources to prevent the spread of infection. The childminder has effective recruitment processes in place to ensure that assistants are suitable to work with children.

What does the setting need to do to improve?

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

- develop practice further to allow children more time to share their own knowledge, think their ideas through and respond to questions they are asked,

to fully extend their speech development

- set clear expectations for children's behaviour to help them to understand what is expected of them and to ensure all children can fully engage in the learning.

Setting details

Unique reference number	2628807
Local authority	Hampshire
Inspection number	10285736
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder operates all year round, between the hours of 8am to 6pm in the Alresford area of Hampshire. The childminder works with an assistant. They both hold relevant level 3 childcare qualifications.

Information about this inspection

Inspector

Loretta Murphy

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 their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder and her assistant.
- The inspector spoke to parents, read their written feedback during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023