

Childminder report

Inspection date: 14 May 2024

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 show mature levels of responsibility for their young age. This is as a result of the childminder's high expectations for behaviour. They follow reminders about how to keep themselves safe in the garden, such as not to push a swinging garden chair. They patiently wait for help, and they take their rubbish to the bin. They show excellent table manners, with some children leading by example to help tidy away. Children clearly respect and listen to the childminder and show they feel safe at the setting.

Children learn about dental hygiene by using toothbrushes to clean life-sized models of teeth. The childminder explores picture books about dentists with the children. She comments on parents who are soon going to visit the dentist. Consequently, this helps children to learn from an early age that seeing a dentist is a positive experience that helps keep them healthy.

Children have lots of opportunities to explore the local community. They ride on buses to visit museums, churches and play parks. The childminder takes care to explain unfamiliar things that children see outside, for instance, a speeding signs that then starts a discussion about fast and slow cars. As a result, children begin to make sense of what they see around them every day.

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

- The childminder offers a curriculum that focuses on developing independence and social skills. She works closely with parents to support early potty training skills. She has introduced social activities for less confident children, for instance, to develop their communication skills in small groups. When children's confidence grows, the childminder plans trips to toddler sessions where they are encouraged to play in larger groups. As a result, parents note how their children's confidence and social skills have quickly improved.
- The childminder helps children manage risk. When children climb over purpose-built equipment, the childminder carefully watches by their side but does not intervene unless the child asks. Children know they can ask for help at any time. When children falter, they manage to right themselves without the childminder doing it for them. This careful supervision allows children to build confidence and learn how to move their bodies with control.
- The childminder follows the interests of the children. On a local trip, children point out a church but confuse it with a castle. As a result, the childminder decides to take the children into the church to look around. They talk about the differences between castles and churches. Later, children made stained glass windows and build castles with bricks. These explorations of emerging concepts help children develop a clearer understanding of the world.

- The childminder captures children's imagination. During an activity on life cycles, the childminder pretends she has a frog in her cupped hand. She holds it to her ear with wonder. Children fall silent as they try to guess what is inside. As the childminder slowly opens her hands to peek, children excitedly say 'ribbit ribbit!' Later in the morning, children carefully hold cupped hands out to each other, each with their own 'frog' inside. This imaginative exercise helps children to remember key points of the topic. In addition, children show they know that animals are fragile and should be treated with respect.
- The childminder is good at exploring new language with children, which deepens their understanding of a topic. For example she pauses stories to explain unfamiliar words such as 'x-ray'. However, on occasion when assessing what children know, the childminder does not give children enough time to think through their response to things. This means that, occasionally, children are given the answers before they have been able to show what they know themselves.
- The childminder is responsive to children's needs and is quickly able to adapt an activity to sustain their interest. For example, when a child's attention begins to wander, she brings out a teddy bear. She uses the teddy bear to further explore the learning by challenging children to place objects from the topic onto parts of its body. Children's attention is captivated and maintained by the childminder's quick thinking and flexibility.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen skills in allowing children enough time to think through their responses to questions, so they can demonstrate what they already know and can do.

Setting details

Unique reference number	2635859
Local authority	Hampshire
Inspection number	10339421
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	2 to 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and this is her first inspection. She lives in Basingstoke. The childminder operates all year round, from 8am to 5pm, Monday to Thursday. At the time of inspection, the childminder was in receipt of funding for the provision of early years education for two-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

David Watkins

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on personal and social development.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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