

Childminder report

Inspection date: 11 July 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

The childminder is friendly and nurturing and provides a well-resourced environment, where children can settle quickly and engage in activities with each other. Children demonstrate that they feel happy, safe, and secure at the childminder's setting. She knows the children in her care very well, and they form a special bond. Children interact well together and make friends. They are kind to their peers and share resources well. Children behave well and respond to the childminder's instructions. For example, she reminds children not to stand on the sofa. The childminder praises children for their achievements. This helps to support children's personal, social and emotional development.

Children have access to a garden area, which allows them to have daily exercise and fresh air. They can use their physical skills while outside. For example, they bounce on a trampoline and climb up the ladder to go down a slide. The childminder encourages children to be independent, and they are learning how to look after themselves. For example, the childminder asks children to try and put their own shoes on to go out in the garden. Children with special educational needs and/or disabilities (SEND) particularly benefit from time in the garden. This follows their interests and helps to calm them down, allowing for more effective learning. All children make good progress, including children with SEND.

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

- The childminder identifies that delay in communication, language and social skills for children is due in large part to the impact of the COVID-19 pandemic. She implements strategies to support this. For example, she talks to children and repeats words back to them. The childminder encourages children to play together in groups to help with social skills. She extends this development by introducing children to other children. For instance, the childminder attends toddler groups and meets with another childminder to expose children to more social interactions.
- The childminder focuses on the next steps for learning for children. She plans the environment around planning and offers resources to support this development. Children who need to improve their small-muscle skills practise posting items. The childminder makes a resource that allows for this, introducing a 'hungry caterpillar', based on the story of 'The Very Hungry Caterpillar', with a mouth to post food into. Children enjoy this activity while listening to the story.
- The childminder reminds children to use manners, where needed. She models this behaviour by doing so herself; for example, when handed a toy by a child, she says 'please' and 'thank you'. The childminder has high expectations for good behaviour. She calmly reinforces the rules and boundaries of the setting. Children listen to the childminder and respond to her expectations positively.

This creates a calm environment for children to learn. Children freely choose resources to play with and engage in, such as a box full of vehicles. However, on occasion, younger children struggle to access these resources on their own and often require help to do so, limiting their ability to self-select resources of their choice.

- The childminder encourages children to eat healthy food. Children help her to prepare snacks and meals, and they discuss making healthy choices. Parents compliment the childminder on the food she provides for children. They state that children are happy and safe in her care. Parents explain how they receive regular feedback on children's progress and development. They particularly like how the childminder takes children on outings, introducing them to the world around them. Parents share how the childminder ensures that the setting is inclusive, and she has successfully adapted the environment to support all children, particularly those with SEND.
- The childminder continues to improve her early years knowledge and professional development. For example, she attends regular training courses online. She clearly identifies the need for further training, such as learning sign language to help support the communication of non-verbal children. The childminder evaluates her setting to improve learning for children. She takes into account the opinions and views of others in this process. For example, she gains feedback on the environment she offers from parents, children and a network of other childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a confident understanding of safeguarding and her duty to safeguard children. She can identify signs of abuse and radicalisation. The childminder knows the process involved when she has a concern about an adult or a child and who to escalate this to. She has a thorough safeguarding policy, and the contact details of external agencies are accessible. The childminder ensures that she keeps her knowledge up to date by attending further training, such as courses in relation to county lines and female genital mutilation. She strives to ensure that the environment is safe and secure for all children.

What does the setting need to do to improve?

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

- review and improve the organisation of the environment so that the younger children can easily make choices and self-select resources for themselves.

Setting details

Unique reference number	2642441
Local authority	Hampshire
Inspection number	10301527
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the Winklebury area of Basingstoke, Hampshire. She offers her service all year round, Monday to Friday, from 8am to 5.30pm. The childminder has a recognised early years qualification at level 3 and relevant early years experience.

Information about this inspection

Inspector

Lynne Murray

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 they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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