

Childminder report

Inspection date: 28 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

Children demonstrate that they feel happy, safe and secure in the childminder's care. They are full of excitement as they warmly greet the childminder with a cuddle. The childminder places a high importance on managing children's behaviour. She models effective practice, which helps children learn how to socialise with others. Older children demonstrate high levels of respect for those around them. They welcome younger children and kindly invite them to join in with their activities, offering help when necessary. For example, older children help the younger children to push out modelling dough which has become stuck in a mould.

Children listen attentively to the childminder and enjoy stories and songs. Children have many opportunities to develop their communication and language skills. The childminder interacts well with the children. She speaks clearly, repeating words and introducing new ones, such as 'sculpt'. This helps to support children's developing vocabulary.

Children are self-motivated, curious and active learners. They enjoy the outdoor learning environment and have many opportunities to learn about the wider world. Children visit places of interest, such as local parks, the forest and the farm. Children smile as they recall a recent trip to the farm and how they saw the 'mucky and smelly pig'. The childminder laughs and sings a favourite song about a tractor, and children jiggle their bodies and sing along with her.

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

- The childminder plans a curriculum which is ambitious and sets out high expectations for children. For example, she wants children to be sociable, independent and be able to follow directions. She plans interesting and targeted learning experiences based on what children already know, and what they need to become more confident in. On occasion, however, some adult-led activities are not always adapted sufficiently to take account of the younger children's interests and abilities.
- The childminder obtains information about children's care and learning needs from parents and uses this to tailor the routine to suit children's needs. The childminder identifies next steps in children's learning and strategies to help develop these. For instance, children who are learning to walk are gently encouraged to do so and provided with opportunities to support their progress. The childminder gets down on her knees and softly calls children over to her with a big smile on her face. Children respond warmly and receive praise when they successfully toddle over.
- The childminder recognises when children need extra support and shares this information with parents. She accesses training opportunities to improve her

own knowledge of how she can support children and their families more effectively. For example, recent training has allowed the childminder to have a better understanding of patterns of behaviour. Children benefit from targeted interventions. The childminder accesses further support from outside agencies as necessary to help close gaps in their learning.

- Parents are actively involved in their children's learning, and the childminder provides them with examples of activities to participate in at home. They comment how they feel comfortable and at ease when dropping off their children and say that their children are 'in the best possible hands'.
- Children thoroughly enjoy making their own modelling dough, weighing out the ingredients and adding colours of their choice with care and confidence. Children laugh together as they discuss how the dough is 'squiggly and bubbly'. The childminder helps children to make links to what they already know. For instance, when discussing emotions, the childminder helps children to recognise different facial expressions by using modelling dough to form faces. She encourages children to have a guess at which face is displaying which emotion. Children laugh as they shout out 'grumpy' and 'happy'.
- The childminder provides children with healthy snacks. They independently peel their own fruit and happily interact well with each other, which helps to develop their social skills. Children laugh as they hold up their fruit to compare the different sizes, using language such as 'bigger' and 'smaller'. The childminder encourages children to learn about good hygiene routines. For example, children wash their hands before and after eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She completes relevant training. She has a good understanding of how to keep children safe from harm. This includes various safeguarding matters, such as the risk of children and their families being exposed to extremist views. The childminder recognises how to identify children who may be at risk of harm and is confident where to report any concerns. She is aware of the steps to take should an allegation be made against her or a member of her household. Risk assessments are effective. For example, the childminder ensures the garden is a safe and secure environment for the children.

What does the setting need to do to improve?

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

- improve the planning of adult-led activities to ensure that the learning needs of all children are fully considered.

Setting details

Unique reference number	2643880
Local authority	Hampshire
Inspection number	10301683
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 4
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Ringwood, Hampshire. She works with an assistant on an occasional basis. The childminder offers care Monday to Friday, from 7.30am to 4.30pm, all year round. She receives early years funding for two-, three- and four-year-old children. The childminder has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Clare Leake

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 setting.
- The inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- The inspector read and considered written comments from parents during the inspection.

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