

Childminder report

Inspection date: 18 March 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 form close relationships with the childminder and their peers during their time at the setting. They show excitement when their friends arrive and quickly engage them in their play. The childminder knows children well and provides extra reassurance and comfort when children need it. For instance, she speaks softly to children as they wake from their nap, providing lots of cuddles and care. This helps children feel safe and secure and validates their feelings.

Children learn to be effective communicators. The childminder engages children in regular conversation and provides them with the time they need to process and respond to questions. This helps to develop children's language comprehension. Young children have lots of fun playing as they learn new words. For instance, children giggle as they watch the bubbles float above them. The childminder introduces the word 'pop', which children repeat as they burst the bubbles with their hands.

Children develop positive attitudes towards their learning. The childminder encourages children to keep trying when they find tasks difficult. For example, younger children struggle to climb onto the see-saw in the garden. The childminder stands close by, allowing the child space to challenge themselves and find their own solutions before stepping in to help. This allows children to try out their ideas and overcome hurdles with success, helping children to develop resilience.

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

- The childminder creates a curriculum that is ambitious and reflects children's individual learning needs and interests. She monitors children's progress regularly to identify and close any emerging gaps. The childminder works in partnership with parents. Parents receive updates informing them of their children's next steps in learning as well as activity ideas. This helps to provide a consistent approach to children's learning. Parents report that their children 'absolutely love' the time they spend with the childminder and the opportunities they have to be creative.
- Children have opportunities to develop their understanding of new concepts, such as mathematics. This helps to prepare them well for their next stage in learning. The childminder familiarises children with number and provides them with regular opportunities to practise their counting skills. For example, during welcome time, children help the childminder count the number of children present.
- Children learn about the world around them through interesting activities. For example, the childminder builds children's emerging interest in birds. They look at reference books and discuss what nests are made of before creating their own

using hay, twigs, leaves and feathers. Children learn that nests help to keep the bird's eggs warm. However, on occasion, the childminder moves children through activities too quickly. This reduces the opportunity they have to expand their knowledge to the fullest potential.

- The childminder helps children to develop their physical skills, preparing their bodies for future writing. For instance, children enjoy being active in the garden. They use trowels to dig in soil and learn to operate scooters and ride-on toys. Children strengthen their balance as they hold out their arms and step carefully on the stepping stones. Children strengthen their pincer grip as they create patterns using tiny pegs.
- The childminder promotes children's health through robust hygiene routines. For instance, she explains to children why handwashing is important and teaches them effective handwashing techniques. The childminder helps children learn how to keep themselves safe by creating clear boundaries. For example, children understand that they must sit on the bottom step of the stairs until everyone is ready to go upstairs together. Children learn to navigate steps safely, holding the handrail when climbing up and bouncing carefully on their bottoms as they come down the stairs. This helps children gain an early understanding of risk.
- The childminder uses activities to build children's listening and attention skills. For instance, children enjoy exploring musical instruments. The childminder verbalises the sounds the musical instruments make. Children use words such as 'bang', 'shake', 'tap' and 'crash'. Children listen intently as the childminder shows them how using the instruments in different ways can alter the sound they make. This helps to build children's concentration skills.

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:

- maximise children's learning opportunities by providing them with the time they need to fully explore activities and develop their knowledge.

Setting details

Unique reference number	2659008
Local authority	Hampshire
Inspection number	10333039
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and operates from her home in Waterlooville, Hampshire. She provides care for children from Monday to Friday, 7.30am to 5pm, for most of the year. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Paula Sissons

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 childminder and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector sampled written comments from parents 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.

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