

Childminder report

Inspection date: 16 April 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 are happy in the childminder's welcoming home. They settle with ease on arrival. Children have established secure bonds with the warm and nurturing childminder and each other. The childminder's curriculum has a strong focus on supporting children to develop their problem-solving skills. For example, children create their own obstacle course using hoops, mats and stepping stones. The childminder helps children to extend their learning further. She encourages them to think of ways to make the obstacle course longer. Children demonstrate they are proud of their achievements and excitedly exclaim, 'We have reached the grass.'

Children are confident and behave well. They share and take turns. The childminder is a very good role model for children. She gently reminds them of rules and boundaries. This helps children to know what is expected of them and to play respectfully with each other.

Children benefit from playing in the childminder's woodland area. They explore natural objects and look for bugs. Children show an interest and respect for animals, such as the childminder's pets. For instance, they let the rabbits out for a run and check the tortoise is ok. These experiences help to support their love of nature and understanding of the world.

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

- The childminder is committed to enhancing her professional development. She completes mandatory training and meets with other childminders to share good practice. The childminder considers what she has learned from training and uses her new knowledge to improve her practice further.
- The childminder has a good understanding of children's development. She gathers information about children when they start. The childminder uses observations and assessments to track their progress. This helps her to build on what children already know and can do and tailor learning to their needs. This supports children to make good progress in their learning and development.
- The childminder provides opportunities for children to develop their gross and fine motor skills. For instance, children practise moving their bodies in different ways, such as rolling, jumping, and climbing. They enjoy activities, such as 'dough gym', which help them to strengthen their muscles in preparation for early writing. These experiences contribute to their good physical development.
- Children enjoy healthy and nutritious snacks at mealtimes. They talk about foods that rabbits enjoy, such as carrots. However, the childminder does not consistently consider how to build on learning opportunities as they arise to help children develop an understanding of healthy and unhealthy foods, which further supports healthy lifestyles.

- The childminder prioritises supporting children to develop self-care and independence skills. For example, children enjoy role-play activities based on school routines. They confidently change into PE kits, put their own clothes into a neat pile and change back into their clothes at the end of the activity. This also prepares them for transition to school.
- Children's communication and language skills are supported well. The childminder provides a language-rich environment. She chats to children as they play and introduces new words. She focuses support to help children pronounce words correctly. For example, she skilfully models sounding out words while clapping out the syllables.
- The childminder takes children out in the local community. They benefit from walks in the village. Furthermore, the local school invites the children to assemblies and church services. They have opportunities to learn about different festivals and celebrations. This helps children to learn about the wider world.
- Partnerships with parents are strong. The childminder ensures parents are regularly updated. For example, parents receive a written journal with photographs on collection, detailing children's experiences during the day. She supports parents with ideas on potty training and sleep routines. This helps to provide continuity of care for children.
- The childminder has high expectations for children's good behaviour. She understands that children's behaviour can change if they are not focused. She takes appropriate action to support them. For example, she diffuses any unwanted behaviour by engaging children in different activities. This helps children to refocus their attention in a meaningful way.

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:

- increase opportunities for children to learn about healthy and unhealthy foods to further support their understanding of healthy lifestyles.

Setting details

Unique reference number	2661166
Local authority	Hampshire
Inspection number	10335048
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	4 to 4
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Waterlooville, Portsmouth. The childminder operates Monday to Friday, 7.30am to 5pm, all year round, except family holidays and bank holidays. The childminder offers funded early education for two-, three- and four-year-old children. She holds a relevant level 4 qualification.

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector read written comments provided by parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times 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.

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