

Childminder report

Inspection date: 11 October 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 run in to greet the childminder, eager to see what she has provided for them to explore. They know the expectations the childminder has for them. For instance, children know to find their names and then hang their coats up. They confidently take off their shoes, ready to play and learn. Children play cooperatively together. The childminder is a positive role model for children, helping them understand how to talk to their friends to ask for resources. When children, at times, struggle to manage their feelings, the childminder calmly supports them to regulate their emotions. Children develop positive behaviour and attitudes to each other and their learning. The childminder supports their personal, social and emotional development well.

The childminder plans a curriculum that supports children to learn a range of skills. For example, she teaches children to be confident, social and independent. Children benefit from plenty of encouragement to do things for themselves and to keep on trying at tasks they find tricky. For example, children show good determination as they connect parts of a train track together. They are proud of their achievements and clap when they successfully manage to join two pieces.

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

- The childminder knows the children in her care well. She understands how they learn, and she uses this knowledge to provide activities and resources to engage them. The childminder provides a stimulating learning environment, both indoors and outdoors. Children have free choice about where to play and what to play with. This helps to develop their independence.
- The childminder uses her observations to help her understand what children can do. This helps her to plan how to build on children's learning. For example, she supports children to climb on stepping stones as they develop their coordination and balance. Children have good support for their gross motor skills.
- Children benefit from meaningful learning opportunities. The childminder provides resources for them to explore, such as filling and emptying pipettes with water. This helps to strengthen their hand muscles and develop their fine motor skills.
- The childminder implements a daily routine that helps children to feel secure and know what comes next. Children eagerly look forward to events, such as toothbrushing. The childminder supports children to develop healthy, active lifestyles. For instance, she encourages children to play actively outdoors every day and make healthy choices at meal times. The childminder supports children's good health and physical development effectively.
- The childminder generally supports children's communication well. She supports their developing speech, such as by repeating back their attempts correctly. The

childminder helps children to learn and use sign language. This supports children who find it harder to use spoken words to be able to communicate their wants and needs. Occasionally, however, the childminder does not fully consider how to develop children's vocabulary. For example, she uses general praise. This does not offer children the opportunity to hear new words or what they do well when she praises them.

- Children are confident in the childminder's care. They excitedly dance like dinosaurs and request bubbles to pop. The childminder is warm and caring. Children listen attentively to what she says and respond swiftly to instructions, such as tidying up before lunch. Children show they feel safe and secure in her care.
- The childminder supports children to make choices, such as by using visual cards. However, at times, the childminder does not fully consider children's individual needs. For instance, the childminder, on occasion, does not fully consider how to adapt some planned activities children are not keen to take part in, to help engage them more in their learning.
- The childminder builds strong partnerships with parents and other settings that children attend. She understands the importance of working together to support continuity for children's care and learning. Parents report that their children have come on 'leaps and bounds' since being in the care of the childminder.
- The childminder is proactive in seeking out opportunities to develop her skills and knowledge. She uses this to develop her practice and improve outcomes for children. For instance, after a recent training course, the childminder has made changes to the daily routine to give children more time to lead their play. She reflects that this has had a positive impact on children's engagement and learning.

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:

- enhance opportunities to build on children's vocabulary, including when giving children praise
- adapt the support offered for the differing needs of children, to help motivate them to take part in activities designed to help their learning.

Setting details

Unique reference number	2674334
Local authority	Hampshire
Inspection number	10355299
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 5
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Botley, Hampshire. She provides care from 8am to 4pm, Monday to Friday, throughout the year. The childminder holds a relevant level 4 qualification. She accepts funding for early years education.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- 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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