

# Childminder report

---

Inspection date: 7 October 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a calm and harmonious atmosphere, where children thrive and feel happy and secure. She implements a strong outdoor curriculum that supports children's agility, strength and stamina. Children illustrate this as they delight in jumping in puddles and build on their moving and handling skills as they whizz around on wheeled toys. The childminder helps children learn to understand their emotions and encourages strategies for them to express themselves. She explains to children how their actions may impact on others and provides consistent boundaries and expectations. Children learn what is expected of them and how to be considerate of their friends.

The childminder plans for children to develop their small hand muscles, for instance, as they manipulate dough. Children demonstrate sustained concentration as they learn to squash and squeeze dough with their fingers and tools. They develop good hand-eye coordination as they pick up loose parts and press them into the dough. These new skills help to prepare children well for writing.

The childminder supports children to develop their independence skills from a young age. For instance, they drink from open cups and collect their own coats before going outside. Children share joy with the childminder when they achieve a task independently. This positively contributes to the development of their self-esteem, confidence and emotional well-being.

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

- The childminder has a clear understanding of what she wants children to learn. She knows the children well and uses their interests to plan activities. However, the childminder has not given enough consideration to the curriculum for mathematics. For instance, mathematical language and concepts are not consistently woven into children's play. This does not fully support children's mathematical understanding of numbers and counting.
- Overall, the childminder supports children's communication and language development well. She talks to the children about what they are doing and introduces new vocabulary. However, occasionally the childminder speaks very quickly or uses long and complex sentences. At these times, children are not supported as effectively to develop their speaking and listening skills.
- The childminder encourages children to develop a love of books. Children regularly visit the library with the childminder and have access to a wide range of books. Children look through these independently, turning the pages with care. Children light up with enthusiasm as they press buttons on digital music books. This helps to promote their early literacy skills.
- The childminder carefully considers the use of funding to support the children

who it is allocated to. For example, she identifies how additional funding can be used to purchase extra resources to enhance children's learning experiences. This supports all children to make good progress from their starting points.

- Partnership with parents is very effective. For example, the childminder communicates with parents daily and encourages them to continue their children's learning at home. Parents say that the childminder puts a lot of thought into her engaging activities.
- Children are taught about the importance of healthy eating and good hygiene practices. The childminder works closely with parents to ensure that packed lunches contain healthy foods. She gives children consistent messages about the importance of healthy eating and practising good hand hygiene. This helps to promote their understanding of good health.
- The childminder plans an environment that is engaging and inviting. Children have confidence to select play activities that interest them. For example, they enjoy pulling toy diggers back and forward in the sand tray to create different marks. The childminder extends their play by adding tubes to roll the vehicles down. Children learn cause and effect as they place the digger at the top of the tube and wait excitedly for it to speed out of the bottom.
- The childminder has robust processes in place for early identification of children with special educational needs and/or disabilities. She has a good understanding of the referral process if further support is needed.
- The childminder is highly reflective in the service that she provides. She is fully committed to continually enhancing her professional development to help improve her knowledge and skills further. For instance, recent training has improved her knowledge in recognising and supporting different patterns, or schemas, in children's play. The childminder has then used this knowledge to improve her practice, which benefits the children.

## 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 support children's awareness of mathematical language and concepts during play activities
- provide more consistent support for children to develop their emerging language and communication skills further.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2676598                                             |
| <b>Local authority</b>                             | Hampshire                                           |
| <b>Inspection number</b>                           | 10355103                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 2 to 2                                              |
| <b>Total number of places</b>                      | 5                                                   |
| <b>Number of children on roll</b>                  | 2                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2022 and lives in Basingstoke, Hampshire. She operates all year round, from 7.30am to 5pm on Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early years places.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- The inspector observed the quality of education during a range of activities and assessed the impact this had on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector completed a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024