

Childminder report

Inspection date: 1 August 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 show they feel safe and secure in the care of the childminder. For example, they seek out her company and invite her to join in their play. The childminder is a positive role model for children. For instance, she teaches them to listen to what others say and to develop good manners. Children know what is expected of them and behave well.

Children benefit from plenty of warm praise and encouragement from the childminder as they play and learn. This helps them to develop their self-esteem. They keep on trying, for example when jumping down steps by themselves. They show determination and increasing confidence.

The childminder plans a curriculum that offers children a broad range of experiences and opportunities. She helps to prepare them to move on to the next stage in their education. The childminder knows the children well. She understands how they play and how they like to learn. This helps her to fine tune what she offers to children to meet their individual needs. For instance, children with special educational needs and/or disabilities (SEND) enjoy sensory play. The childminder ensures there are different sensory resources freely available to motivate children in their play and learning.

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

- The childminder prioritises supporting children's developing speech. She introduces children to new vocabulary, such as when exploring frozen objects. The childminder supports children to understand the meaning of new words. For example, she helps them to make links to the sun and the warm day when talking about 'defrosting'. Children enjoy sharing many engaging songs and stories with the childminder. She uses props very effectively to help them sustain their attention on the stories. The childminder is an excellent teacher and a very positive role model for children's communication. This is a real strength of the childminder's curriculum.
- The childminder helps children to regulate their emotions through enjoyable and meaningful activities. For instance, they explore how characters are feeling in stories, linking that to their own experiences and feelings. The childminder offers children reassuring hugs when they feel uncertain, angry or upset. She models words for children to use when they feel upset, and how to ask their friends to join in their play. Children learn how to identify and manage their own feelings and behaviour.
- Children benefit from taking part in many activities planned carefully by the childminder to support their learning. For instance, they explore shapes and patterns and identify quantity, number and size as they play. Children develop a

good understanding of early mathematical concepts.

- The childminder supports children to develop healthy and active lifestyles. She promotes good hygiene practices, such as handwashing before eating. Children take part in lively discussions about their meals and what is most nutritious to eat. They confidently tell the childminder what they know already. Children show they understand that they need energy from food to play and be active.
- Children have opportunities to take part in activities in the local area. For instance, the childminder takes children to a regular forest school session. They meet larger groups of children and learn to play with others. This supports their developing social skills.
- The childminder enables children to make their own decisions and choices. For instance, they can freely choose where to play and what to play with. However, at times, the childminder steps in to direct children's play. This does not fully support children to think of their own ideas independently. They do not consistently have the opportunity to solve any problems that occur as they play.
- The childminder builds positive partnerships with parents and other settings that the children attend. She works well with external professionals involved with the children to offer high levels of continuity for their care and learning.
- The childminder is proactive in seeking out development opportunities that improve her knowledge and skills. For example, she has taken part in training courses that help her understand further about supporting children with SEND. This has increased her confidence and the high-quality support she offers for children with SEND.

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:

- provide consistent opportunities for children to develop their own independent thinking and problem-solving skills.

Setting details

Unique reference number	2676669
Local authority	Hampshire
Inspection number	10354988
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	2 to 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Hedge End, Hampshire. The childminder provides care Monday to Thursday, from 7.30am to 6pm, throughout the year. She accepts funding for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

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