

Childminder report

Inspection date: 15 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

The childminder provides a warm and nurturing home-from-home environment. She spends time getting to know children and their families well. This helps children to settle in quickly. They form warm, nurturing relationships with the childminder, and show they feel safe and secure in her welcoming setting. For example, children demonstrate good coordination skills and delight in running races indoors. The childminder joins in their games, and repeats words, such as 'ready' 'steady' 'go'. This supports their understanding of vocabulary.

The childminder's curriculum places a strong focus on children's developing personal, social and emotional development. She is kind, calm and patient, which has a positive impact on children's behaviour. For instance, children show kindness to their friends. They help them to complete tasks, such as to fill up buckets with stones.

Children have many opportunities to explore their local community. For example, they enjoy visiting local groups, the nearby museum and recreation centre. Children enjoy socialising with adults and other children in new and diverse situations. This supports their developing confidence to interact with others. The childminder prioritises children's safety. For instance, she teaches them the fire evacuation procedure and how to stay safe when crossing roads.

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

- The childminder supports mathematical skills well. For example, she introduces words in context, such as 'heavy,' as children fill up and carry containers of water across the garden. Children take pleasure in building constructions and learn about shape and size. They enjoy counting and are beginning to use numbers in their play.
- The childminder accurately assesses children's ongoing progress. She knows what she wants children to learn and what children can and cannot do. Children have highly positive attitudes to learning. The childminder follows children's interests as they lead their own play. However, on occasion, she does not focus on opportunities to challenge them further. For example, at times, when children show curiosity and ask questions, the childminder moves the conversation along too quickly. This does not give children time to express their own thoughts and ideas.
- Partnerships with parents are strong. The childminder ensures that there is constant communication through daily discussion and digital media. She offers parents advice on their children's care and learning at home, such as guidance on sleep and bedtime routines. Parents say the childminder goes above and beyond to support them with any concerns they have about their children.

- The childminder supports children's health and well-being well. For instance, children know to wash their hands before eating. They enthusiastically make healthy choices at lunchtime and are beginning to learn the benefits of eating well-balanced, healthy foods. The childminder provides interesting activities to help children develop an understanding of the importance of toothbrushing.
- Children benefit from a childminder that places a strong focus on outdoor learning experiences. For example, she regularly takes children to her allotment, where they plant and harvest fruit and vegetables. Children delight in bug hunts and learn about nature. They enjoy visits to local parks, where they climb on apparatus and build on their understanding of how to take safe risks.
- Children show high levels of independence for their young age. With support from the childminder, they peel their own fruit and put on their own shoes. The childminder inspires children to tidy away toys, using strategies such as the tidy-up song, for example.
- The childminder is a good role model. She gives children gentle reminders to share and take turns as they engage in play alongside others. She gives consistent praise for children's successes, which helps to build on their confidence and self-esteem.
- The childminder regularly evaluates her provision to make improvements. She seeks professional development opportunities to enhance her knowledge and skills. The childminder attends mandatory training, such as paediatric first aid and child protection. She works closely with a network of other childminders in the local area to share ideas and good practice.

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:

- make better use of spontaneous opportunities as they arise, to extend and challenge children's learning further as they engage in their play.

Setting details

Unique reference number	2677169
Local authority	Hampshire
Inspection number	10355306
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
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 2022. She lives in Alton, Hampshire. The childminder provides care for children Monday to Thursday, from 7.30am to 5.30pm, for most of the year. She holds a relevant childcare qualification. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 setting.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors. She assessed the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the spoken and written views of parents.

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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