

Childminder report

Inspection date: 4 September 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 safe and nurturing environment for children. She gathers important information from parents about their children's routines at home. The childminder uses these details to support children to settle with ease and learn well. She is attentive to children's needs and sensitively builds secure bonds with them. Children respond positively to the childminder's friendly, calm and reassuring manner. They love to cuddle her and feel happy and settled in her care.

The childminder has high expectations for children's behaviour. She is a good role model and teaches children to be considerate and helpful towards others. The childminder gently implements her rules and boundaries for children to learn and follow. This includes, to wait patiently for their turn. She has well-established routines in place, which helps children know what is happening next. Children love to do well. They beam with pride when the childminder gives them generous praise for their efforts and achievements, such as when they ask for things politely.

The childminder provides an exciting learning environment where children self-select their own toys to play with. This promotes children's independence and confidence to make their own choices. In addition, the childminder encourages children to manage their personal care routines throughout the day, such as washing their hands before mealtimes and using cutlery to feed themselves. Children show high levels of commitment as they learn to master these skills.

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

- The childminder provides a varied curriculum based on children's interests and needs. She has a good knowledge of how young children learn. With this in mind, the childminder places a strong emphasis on creating an appealing curriculum. For instance, she takes children on a number of outings to local places of interest. The childminder promotes children's social skills as they visit playgroups where they make friends, learn to share and take turns. She explains what they see when they are out and about and encourages children to use the new words that they learn.
- Children show a real love for books from an early age. They seek out their favourite books and readily share these with the childminder. Children handle books with care and confidence. The childminder reads to them with great enthusiasm. Children remember and apply many of the words and phrases they hear when the childminder reads to them. They squeal in anticipation when they know that over the page, there's going to be a surprise. In this way, children's vocabulary is constantly increasing.
- Children's physical skills are developing well. They practise a variety of skills to help increase their stamina and coordination at the park, such as running,

jumping and climbing on large equipment.

- The childminder assesses and monitors children's progress regularly. This helps her know children well. With this information, she identifies children's next steps in learning. However, at times, when planning group activities, the childminder does not always make use of this information precisely enough, to build on children's existing knowledge and skills. On these occasions, although she plans activities that children enjoy, the childminder does not consistently implement a step-by-step approach for each child to extend their learning further.
- The childminder provides children with opportunities to learn about other religious and cultural celebrations. She introduces special events to them through craft activities, such as when children made American flags for American independence day. However, the childminder has not fully considered ways for children to value their own culture and family backgrounds and to compare their ways of life to those of others so that they are prepared well for the diverse world they live in.
- The childminder is highly ambitious and proactive. She wants to continually drive improvement and provide the best quality of care and education. For instance, the childminder has recently attended a course about how good quality interactions benefit children. She has adapted her practice based on her new knowledge, such as by allowing children the space to play independently without interruption. In this way, they can practise and consolidate their skills, as well as follow a task through to the end to help gain a sense of achievement. This approach is leading to better outcomes for children.
- The childminder fully understands the importance of working in partnership with parents to help support children's continual learning and development. She regularly exchanges information about the special moments in their children's day and ongoing progress. Parents also share what they observe their children doing at home and ask the childminder for advice and support, such as to find out about appropriate ways to support their toilet training.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the interests of children first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen planning of adult-led activities to focus more precisely, and build on children's existing knowledge and skills
- provide more opportunities to raise children's awareness of the similarities and differences between their ways of life and those of others.

Setting details

Unique reference number	2680060
Local authority	Hampshire
Inspection number	10360102
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Alton, Hampshire. The childminder operates Monday to Thursday, from 8am to 5.30pm, term time only. She holds a relevant childcare qualification at level 4. The childminder is eligible to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observations of a group activity with the childminder.
- Parents provided written feedback about the education and care their children receive with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024