

Childminder report

Inspection date: 16 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

Children benefit from being in the care of a warm and attentive childminder, who knows them well. For instance, they snuggle in to share stories and show they feel safe in her care. Children demonstrate they are confident to play and learn with the childminder. They know where their favourite books and toys are, and can freely make choices about what to play with. The childminder offers children the opportunity to make decisions as they play. This helps them to develop independence.

Children keep on trying as they play. The childminder is supportive and offers them plenty of encouragement, for instance, when they connect train tracks. She supports children to develop resilience to setbacks, such as when the train tracks come apart. Children listen to what the childminder says and show positive attitudes to their learning.

The childminder plans a curriculum based on children's needs. She knows the skills that will support them to move on in their education, such as to school. The childminder ensures all children benefit from teaching that supports them to make progress in their learning.

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

- Children benefit from lots of praise and encouragement as they play and learn. Older children are kind and caring towards younger children. For instance, they offer younger children toys they cannot reach independently. The childminder readily thanks children for their help. Children show they are proud of this praise, and their achievements. The childminder supports children's self-esteem and emotional well-being effectively.
- The childminder offers children plenty of opportunities to be physically active. She supports children's good health well, such as by focusing on the importance of restful sleep for brain development. Children have good support to develop effective hygiene routines, such as handwashing before they eat. The childminder provides good support for children's physical development. She encourages children to develop healthy and active lifestyles.
- The childminder uses opportunities as children play to add in teaching moments. For example, at snack time, the childminder counts the number of children and the number of plates. She helps children make links to the same number. Children learn that yellow is the colour of the sun and their t-shirts. The childminder makes learning meaningful as children play.
- Overall, children benefit from many opportunities to develop their speech. The childminder introduces them to new words. For example, she helps them to regularly share stories, and sing songs. She teaches children the word 'connect'

means to join together, as they play with trains. At times, however, the childminder uses questioning to check children's understanding, but does not consistently wait for them to respond. This does not support her intention to promote children's thinking skills and develop their conversational skills.

- The childminder provides children with a safe, clean and stimulating learning environment. She arranges their day to promote learning through play. However, at times, the childminder does not fully consider children's needs. Occasionally, the implementation of activities does not promote children's attention and focus, and they do not fully benefit from her teaching.
- The childminder offers children many opportunities to learn outside of the setting, such as in the local parks and woods. This helps children to see different people and places, and develop an understanding of the wider world.
- The childminder builds effective partnerships with parents. They comment on her very effective communication, which helps to keep them informed about their children's learning. The childminder shares resources, such as favourite songs, with parents. This helps to provide continuity for children's learning.
- The childminder seeks out opportunities to improve her knowledge. For instance, through training she has developed a more secure understanding of how children play and learn. This enables the childminder to enhance opportunities for children, such as by providing more resources for children who like to move and transport objects.

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 children with the time they need to think and respond during conversations, to further develop their thinking and language skills
- review and improve implementation of activities to extend children's engagement and involvement in their learning and develop their attention skills.

Setting details

Unique reference number	2683429
Local authority	Hampshire
Inspection number	10360130
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 2
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 2021. She lives in Eastleigh, Hampshire. The childminder provides care on Monday to Thursday, from 8am to 5pm, throughout the year. She accepts early years funding. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- 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 inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- 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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