

Childminder report

Inspection date: 21 May 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 are happy and settled in the childminder's care. The childminder creates a warm and welcoming environment. Children confidently access the resources and positively engage in play. For example, children pretend they are hairdressers and style each other's hair, including the childminder's hair. The childminder builds positive, trusting relationships with the children. For example, she provides comfort to children when they become upset or tired and gives them the time they need before encouraging them back into play. This helps children feel safe and secure.

Children spend a lot of their day outside in the childminder's garden or out on outings. The childminder takes children to the local park, farm and library where she meets up with other childminders. The childminder organises the environment to support what she wants children to learn. For example, children enjoy using nets to scoop laminated fish out of water. The childminder promotes turn-taking and sharing, as well as promoting children's mathematical development. The childminder provides children with the opportunity to be physically active. For example, children use wet sponges to clean chalk drawings off the garden fence. This encourages children to use their gross motor skills.

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

- The childminder is highly reflective of her own practice and is keen on developing her skills. For example, she has recently started a training course on supporting children with special educational needs and/or disabilities. In addition, the childminder is undertaking another early years professional development training course to update her skills and knowledge.
- The childminder knows the children and their families well. She gathers information about what children can do when they start with her and shares information with parents about her provision. The childminder regularly assesses children's progress to help her identify any gaps in their learning. She makes timely referrals to other agencies where necessary.
- The childminder organises her curriculum to support what she wants children to learn. For example, she arranges a number of activities to help focus her teaching on specific areas of development. For instance, the childminder uses the children's interest of fish to help her support their language and mathematical development.
- The childminder promotes her curriculum intent through the children's love of books. For example, she encourages children to count different items in books and refers to various shapes. The childminder introduces concepts such as more and less. This helps promote their mathematical development.
- Children enjoy exploring various small-world items during water play. The childminder provides a commentary to the children's play and introduces new

language, such as 'tentacles' and 'seahorse'. However, the childminder does not always give children time to process what she has said before giving them more information. This does not fully support children's communication and understanding.

- Parents are very happy with the care their children receive. They feel the childminder supports them as a family, as well as helping their children progress and learn. Parents report the childminder communicates well about how their children are progressing and if she has any concerns about their development. The childminder shares strategies with parents to help them to support their children's learning at home and to promote consistency.
- Children's behaviour is supported well. The childminder uses strategies to support individual children's behaviour. For example, she uses visual aids to help children recognise how they feel and understand consequences to their behaviour. The childminder shares the strategies she uses with parents to help support children's behaviour consistently.
- Children are learning to be independent. They help get the plates and cutlery out of the cupboard at mealtimes. Children bring in their own packed lunches and persevere with tasks, such as opening containers and packets on their own. The childminder supports children where necessary and reminds them to use good manners.

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:

- strengthen practice to build effectively on children's language skills and fully support their understanding.

Setting details

Unique reference number	2687564
Local authority	Hampshire
Inspection number	10350025
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 4
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 Waterlooville, Hampshire. She operates for most of the year, from 8am to 6pm, Monday to Friday. The childminder holds a relevant level 2 childcare qualification. She provides funded early education for two-, three- and four-year-old children..

Information about this inspection

Inspector
Pippa Clark

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 spoke to the inspector about children's learning and development and what she wants children to learn.
- Children spoke to the inspector during the inspection.
- 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 sampled written feedback from parents and took account of their views.
- 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.

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