

Childminder report

Inspection date: 19 November 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 childminder's care. For example, younger children seek her out for comfort and reassurance when needed. She is warm and attentive to children, offering them praise and supporting their emotional well-being effectively. Children benefit from a childminder who is a positive role model. She encourages them to be caring towards each other and to play cooperatively. Older children show they are kind and helpful to younger children, such as when sharing books. The childminder has high expectations for children. They listen to what she says and follow instructions, such as to help tidy up when they have finished playing. The childminder supports children to develop positive attitudes to each other and their learning.

The childminder plans a broad curriculum for children to help them learn skills to move on to future learning and school. For instance, she encourages children to be independent. Older children learn to pour their own drinks and use a knife confidently to cut up fruit for their snacks. Younger children learn about effective handwashing routines. The childminder provides high-quality teaching and support that successfully develops children's skills. This prepares them well for the future.

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

- The childminder knows the children she cares for well. She understands how they like to learn and what interests them. The childminder uses this knowledge to plan activities to engage children. For instance, she plans activities based around favourite stories and farm animals. Children are motivated to join in and learn.
- Children hear many new words from the childminder. She supports their communication development effectively. For example, when children struggle to say words, she helps them to break them down into smaller sections. With the childminder's support and encouragement, children become confident communicators.
- The childminder provides children with good opportunities that encourage them to be physically active. She is a positive role model, such as demonstrating the actions to use to dance to music. Children join in energetically and enthusiastically. The childminder supports children to understand about making healthy choices, such as by providing them with a range of nutritious snacks to eat. The childminder helps children to learn effective handwashing routines. She supports children's good physical health well.
- The childminder offers children plenty of praise and encouragement. She helps children to keep on trying, such as when fitting blocks together. The childminder helps children to know what they have done well. She supports and builds on their positive self-esteem.

- Children enjoy sharing stories with the childminder and acting out favourite tales. For example, she prompts them to join in as they pretend to be characters from books. Children show they enjoy this activity as they laugh with delight and confidently join in with familiar phrases. At times though, the childminder asks children questions to further their learning, but does not consider giving them time to think of their own ideas. Occasionally, she steps in too fast before children can answer for themselves.
- The childminder offers children opportunities to learn about a variety of topics and ideas. For instance, they role-play shops and talk about money. However, occasionally, she does not adapt her teaching to build on what children already know. For example, the childminder does not help children to understand the different types of money they play with. She does not fully support them to extend their knowledge.
- Children benefit from taking part in a variety of outings to explore the wider world. For instance, they visit the zoo, farms and local woodlands. Children have the opportunity to meet different people and see different places. The childminder helps them to understand about the world in which they are growing up.
- The childminder builds positive partnerships with parents. She understands the benefit to children of working in the same way as their parents. For example, parents and the childminder both use sticker charts to encourage children's learning. The childminder supports high levels of continuity for children's care and learning.
- The childminder keeps her knowledge up to date, such as by reading and attending training courses. This helps her to provide a good quality setting for children to play and learn in.

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:

- give children more time to respond to questions and to share their own thoughts and ideas
- adapt teaching more precisely to enable children to extend their knowledge and understanding.

Setting details

Unique reference number	2693861
Local authority	Hampshire
Inspection number	10367610
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Hamble, Hampshire. The childminder holds a Level 3 childcare qualification. She provides care from 8am to 5.30pm, Monday to Thursday, throughout the year. The childminder receives funding to provide early education for children.

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 and childminder completed a joint observation.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.

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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