

Childminder report

Inspection date: 16 December 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, confident and well cared for. The childminder recognises and responds to the needs of children with kindness and respect. Her calm, nurturing and caring manner helps all children to settle happily. For instance, babies readily snuggle into the childminder for cuddles and reassurance. Older children benefit from the individual attention they need to help them feel valued. The childminder has high expectations of children. She encourages children to play well together. This helps older children to develop the social skills they need for their next stage of learning.

The childminder plans and provides a curriculum that offers children a wide range of learning experiences. Her focus on supporting children's communication and language skills is a strength of her setting. Children are inquisitive in their conversations with the childminder and with each other. Opportunities to introduce new language and teach children the meaning of new words is supported well. For instance, toddlers talk about how they collect leaves with ice on them. They explain how the ice melted, as the childminder teaches them how water changes depending on temperature. Children listen carefully and take on new information, as the childminder makes learning interesting. Children concentrate well and make good progress in their learning and development.

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

- The childminder is passionate about developing children's early literacy skills, including their love of reading. Children enjoy choosing and sharing favourite books. The childminder brings these stories to life, and children enjoy acting out parts of tales with each other. For instance, as they add more animals to the farmer's house, the childminder encourages them to think about how crowded it has become and what might happen next. Children develop good thinking skills and are confident in sharing their ideas. This helps to support the strong foundations children make in their speaking, listening and attention skills.
- The childminder promotes children's independence well. Older children take great pride in being able to manage some age-appropriate routines for themselves. For example, where children are being toilet trained, the childminder offers gentle guidance and support. Toddlers learn how to dress and undress themselves and the importance of good hygiene after they have attended to their personal needs. Children know the routines of the day. For instance, they help tidy away toys and prepare the table for lunch. The childminder recognises the value that children's independence has for future learning, including school, when the time comes.
- Children's progress and key achievements are regularly checked and reviewed by the childminder. Activities are planned with children's individual interests in mind.

This helps to motivate children to learn and sustains their interest, including where learning is more challenging. However, sometimes, activities are not sequenced well enough to break down children's learning into smaller stages to help them practise and master new skills fully.

- The childminder plans interesting trips for children to help them learn about the wider community. Children benefit from outings to parks, woodlands and toddler groups. They enjoy opportunities to meet with other childminders and make friends with the children they meet. Furthermore, the childminder recognises the value of children being physically active and the benefit that daily outings have to children's general health and well-being.
- Children develop a positive attitude to learning. They develop good attention skills and focus well in activities that interest them. For instance, as children join in with song time, they take turns in choosing favourite songs, respecting the differing choices that their friends make. Children show awareness of safe behaviours, including sitting down when eating and drinking, as the childminder clearly explains why this is important. They listen to and respond to the childminder well.
- Partnerships with parents are good. The childminder shares children's daily activities and overall progress through her daily conversations. Parents value the partnership working they have established to provide a seamless move from home to the childminder's care. However, the childminder is yet to build stronger relationships with other early years settings that the children attend, which would create a more joined-up approach to support their learning even further.

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:

- refine the planning of the curriculum to include smaller steps to more precisely target and support children's progress
- strengthen partnership working with staff at other settings children also attend to help provide consistency in children's care and learning.

Setting details

Unique reference number	2694762
Local authority	Hampshire
Inspection number	10367941
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 4
Total number of places	6
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 Basingstoke, Hampshire. She offers care from 7.30am to 5pm, Monday, Tuesday, Wednesday and Friday, term time only. The childminder is a qualified teacher.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The children spoke with the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- 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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