

Childminder report

Inspection date: 5 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 show they feel safe and secure with the childminder. For instance, they eagerly take her hand to play hide-and-seek with them. She is warm and attentive, and they thrive in her care. The childminder supports children's emotional well-being effectively.

The childminder knows the children that she cares for well. This helps her to plan activities and provide resources that interest and motivate them in their learning. The childminder plans a broad curriculum that offers children many opportunities to learn in all areas. For instance, they complete puzzles, prepare their own snacks and share stories. The childminder is alert for moments when she can support children's learning as they play. For example, she talks to children about different animals they saw at the zoo recently. This helps her to encourage children to recall past events and talk about what they know.

The childminder knows what she wants children to learn now, as well as in the future. For example, she supports children to take turns as they play with resources. The childminder models words for children to use to ask their friends for the toys that they want to play with. She helps them to develop good social skills.

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

- The childminder understands how children learn. She readily identifies when children may need additional help for their learning. The childminder works effectively with parents to help children close any gaps. She shares information with parents, such as where they can access extra help and support. Parents comment very favourably about the support and advice they have from the childminder.
- The childminder successfully adapts her teaching to support children's individual needs. For instance, for some children, she encourages them to order numbers as they complete jigsaw puzzles. Other children learn to count objects and match these to numbers to support number recognition. The childminder is proactive in seeking out professional development opportunities to improve her skills and knowledge. She supports children's individual learning well.
- Children benefit from good support for their developing speech. The childminder introduces them to new words as they play. For example, they learn about the 'squawk' noise that parrots make and how different textures feel spiky or rough. Children hear a rich set of words from the childminder, which helps them to develop a wide vocabulary.
- The childminder encourages children to develop healthy and active lifestyles. For example, she supports children to learn effective handwashing routines. The childminder encourages children to move actively and in different ways. For

instance, they flutter like butterflies, curl up like woodlice and pounce like cats. The childminder supports children's physical development well.

- Overall, the childminder supports children's learning well. For example, the childminder helps children to hold their hands out and watch carefully as they learn to catch balls. She supports children to keep on trying, such as when they build towers with blocks. At times, however, the childminder does not consider how to support children to think of their own ideas. For instance, she asks children what the toy helicopter could do, but steps in with answers before children can reply. This does not fully support children to build on their learning.
- The childminder helps teach children the skills they will benefit from when they move on to the next stage of their education. For instance, children learn to find their own coats and shoes before they go outdoors to play. However, at times, the childminder does simple tasks for children. For example, she fastens children's zips and removes their wet socks rather than encourage them to try themselves. The childminder does not consistently consider how to fully support children's independence.
- Children show they are proud of their achievements. For instance, they say, 'I did it' when they successfully find objects hidden in sand. The childminder has high expectations for children. They know her rules and boundaries, such as one at a time to go down the step to outdoors. Children listen to what the childminder says and follow her instructions. They show positive behaviour and attitudes.

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 support for children to develop their independence skills further
- provide more time for children to think and respond to questions with their own thoughts and ideas.

Setting details

Unique reference number	2695975
Local authority	Hampshire
Inspection number	10368099
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	2 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2022. She lives in New Milton, Hampshire. The childminder provides care Tuesday to Friday, from 8am to 5.30pm, during school term-time only. She receives funding for early education for children.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- 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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