

Childminder report

Inspection date: 22 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has developed strong bonds with children. This enables them to approach her for comfort and reassurance when they are feeling unsure. The childminder responds warmly to children and reminds them that they are in a 'safe space'. This helps children to settle quickly and adapt to changes in their environment.

Children are supervised effectively. This enables the childminder to respond promptly when they need support and encouragement to modify their behaviour. For instance, when children are reluctant to let their friends play with the resources, the childminder models how they can share and take turns. Children respond appropriately and this helps them to develop an understanding of how to engage positively with others.

The childminder has high expectations for children's development. For instance, she teaches children about how they can keep themselves healthy. This includes reminding them to wash their hands at appropriate times. She also provides children with healthy snacks, which creates opportunities for her to talk to them about healthy eating. This builds on children's awareness of how they can look after themselves and make good choices about the foods that they eat.

The childminder provides opportunities for children to engage in risky activities under her close supervision. This includes giving them age-appropriate cutting tools during snack time. Children enjoy the challenge of trying to slice their apples using the equipment. The childminder talks to them about how they can keep themselves safe so that they do not get hurt. This strengthens children's understanding of how to manage risks.

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

- The childminder has made improvements since her last inspection. This includes implementing effective risk assessments, particularly on outings, which helps to keep children safe. She has also spent time improving the quality of her teaching by ensuring that her curriculum is embedded in her daily practice. This enables her to assess children's progress and plan for their continued learning.
- The childminder has developed strong parent partnerships, which promotes the sharing of appropriate information. She works collaboratively with parents to agree children's next steps and how they can support children to achieve these goals. Additionally, the childminder has formed partnerships with some of the other settings that children attend. However, she does not consistently ensure that relevant information is routinely shared with all settings. This does not fully enable children to receive continuity in their learning.

- The childminder has high expectations for children's behaviour. For instance, she encourages them to join in when it is time to tidy up before they eat. Children enjoy working with the childminder to put the resources away, and she thanks them for their help. She also reminds them to say please and thank you at appropriate times. Children learn to display good manners independently, such as saying 'thank you' to their friends when they share the resources.
- Overall, children with special educational needs and/or disabilities receive effective support from the childminder. She understands the strategies she needs to implement to promote their ongoing progress. However, at times, she does not make sure that children can clearly hear the pronunciation of words or encourage them to practise new vocabulary. For instance, sometimes she speaks quickly and children do not have time to respond to what she says.
- Children benefit from a range of experiences and activities that build on what they know and can do. For example, the childminder teaches children about life cycles. Children observe real caterpillars and the childminder encourages them to talk about how much they have grown. She extends the activity by reading stories that explain how the caterpillar will change. The childminder engages children's interest in the story by using props, which helps them to focus their attention.
- The childminder supports children to make progress in their physical development. For instance, she provides opportunities for them to practise picking up breakfast cereal hoops with tweezers. This enables children to develop their small muscles, which contributes towards their early writing skills.
- Children are supported to develop their mathematical knowledge. For example, the childminder regularly incorporates counting in children's daily routines and activities, such as counting to 10 as they wash their hands. Children begin to count independently in their play, which demonstrates their understanding of number sequences.

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 partnerships with all settings children attend to ensure that appropriate information is routinely shared
- enhance support for children's communication and language, so that speech is consistently modelled and children have time to practise their skills.

Setting details

Unique reference number	2699183
Local authority	Hampshire
Inspection number	10303808
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	4
Number of children on roll	6
Date of previous inspection	28 June 2023

Information about this early years setting

The childminder registered in 2022. She lives in Andover, Hampshire. The childminder operates Monday to Thursday 8am to 4pm, all year round, except for family holidays and bank holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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