

Childminder report

Inspection date: 5 February 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

The childminder knows children well, which enables her to be sensitive to children's needs. For instance, the childminder recognises that some children take longer to settle when they first arrive in the morning. The childminder spends time helping children to feel comfortable by giving them her attention and offering them toys that she knows that they like playing with. This helps children to develop strong bonds with the childminder and supports them to quickly engage in their learning.

The childminder tracks children's progress to establish where they need additional support. For example, when the childminder identifies that some children need support with their language skills, she implements effective strategies to promote their progress. This includes singing with children and role modelling sounds and words in an age-appropriate way. Children respond positively and enjoy these interactions with the childminder.

Children show positive behaviour to the childminder and their friends. The childminder promotes good manners, such as reminding children to say 'please' when they ask to play with certain toys. The childminder also encourages children to take on responsibilities, such as sweeping the floor after they finish their activities. Children then choose to help the childminder when it is time to tidy up, which demonstrates their understanding of how they are expected to behave.

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

- The childminder is proactive in her approach to identifying training, which helps her to continue to meet the needs of children. For instance, she has completed specialist special educational needs and/or disabilities (SEND) training. This gives her a secure understanding of how she can effectively support children and helps her to improve her practice.
- Before children start at her setting, the childminder meets with families, so that she can get to know them and begin building positive relationships. This enables her to learn about children before they start, such as their interests and where they are in their development. This helps children to quickly adjust and settle with the childminder. The childminder regularly assesses what children have learned, which helps her to plan for their ongoing progress.
- Overall, teaching is strong. The childminder understands how to sequence learning, which helps children to build on their knowledge to reach their milestones. The childminder secures children's learning by repeating activities and experiences to ensure that this knowledge is embedded. For instance, she supports children to develop early writing skills by encouraging them to paint along dotted lines in different directions. However, on occasion, her curriculum is overly ambitious and this does not fully enable her to set age- and stage-

appropriate targets for children's learning.

- The childminder supports children to take appropriate risks. For example, she guides children well, so that they can safely climb across the furniture. Children listen and follow the childminder's instructions, which helps them to understand how to manage risks for themselves.
- Children benefit from activities that support them to develop their physical skills. For instance, they choose to pick up pom-poms from the floor using sticky rollers. The childminder encourages them to take the pom-poms off from the sticky rollers. Children focus their attention on this before resuming the activity again. This helps them to develop their fine motor skills.
- The childminder supports children well during mealtimes by ensuring that she supervises them while they eat. However, she does not consistently encourage children to make healthy food choices, which does not fully support children to understand how to keep themselves healthy.
- Parents praise the childminder for her ability to organise the provision, so that it stimulates children to engage in their learning. The childminder shares the activities that she arranges to promote children's development and this inspires parents to continue these activities at home. Parents are fully informed about their child's development, and the childminder is quick to identify any concerns that she may have regarding children's progress. The childminder is knowledgeable about additional services that may benefit children, which she shares with parents, so that they can access further support.

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 the curriculum to more precisely reflect children's ages and stages of development
- encourage children to make good choices around the food they eat to support their developing understanding of how to keep themselves healthy.

Setting details

Unique reference number	2723820
Local authority	Hampshire
Inspection number	10331822
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Chineham area of Basingstoke, Hampshire. The childminder operates her service all year round. She is a qualified secondary school French teacher.

Information about this inspection

Inspector
Hayley Kiely

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 discussed the early years curriculum with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a joint evaluation of a group activity.

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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