

Childminder report

Inspection date: 4 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

The childminder provides children with an ambitious, well-planned curriculum, indoors and outdoors. She uses her comprehensive knowledge of children's individual needs to adapt her curriculum and help them make good progress from their starting points.

The childminder provides children with a positive role model. She has a kind, caring approach and focuses strongly on meeting children's emotional needs, giving them reassurance and cuddles when needed. Children are happy and settled.

The childminder has clear expectations for children's behaviour. For example, she reminds children to use 'kind hands' and to ask her when they need help to reduce any frustration. The childminder adapts her approach to managing children's behaviour according to their age and stage of development. Children learn to cooperate and behave well.

The childminder supports children's understanding of the world effectively. For instance, she helps children to learn about the features of living things during outings to a bird sanctuary, zoo and pet shop and while feeding her pet guinea pigs. Children enjoy using small nets to collect objects in water meadows. They use their imagination as they pretend to be pirates while looking at boats during walks along a canal.

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

- The childminder continually improves her teaching practice and outcomes for children. For example, she now takes children on regular outings, which she uses well to implement her curriculum and support their learning and development outdoors. For example, the childminder often takes children to soft-play facilities where they build their physical skills. Children enjoy listening to their favourite music, which inspires them to move to the rhythm and develop control of their movements.
- The childminder skilfully extends children's learning and reduces gaps in their development. She has a good knowledge and understanding of what she wants children to learn, including their next steps. The childminder consistently adapts activities. She shows and explains to children how to use the resources and gives them plenty of time to repeat and practise what they learn. Children's learning is fully embedded. They feel proud of their achievements, for example, as they learn to match and place different-coloured balls into small cups.
- The childminder motivates children to learn and supports them well to develop the skills they need for the future. For example, she successfully develops children's listening skills and concentration by regularly reading stories in

different places, such as an outdoor tipi. Children develop an interest in books and show determination as they learn to hold a book and turn the pages.

- The childminder supports children's language development well. For example, she consistently talks aloud and repeats words to develop their vocabulary. Children copy words and the sounds of animals they hear, for example, during outings to a farm and while singing familiar songs about ducks.
- The childminder develops children's social skills well. For example, she often takes children to a local toddler group where they develop the confidence to separate from her, play independently and widen their friendships. Children learn to share and take turns with others. For example, during an outing to a field to pick pumpkins for Halloween, they work together to carve the pumpkins and make 'potions' using a play cauldron.
- The childminder successfully supports children's independence. For example, at mealtimes, children learn to wash their hands and feed themselves using cutlery. Children enjoy learning to stir the ingredients to make flapjacks, which they eat crumbled on yogurt at teatime.
- The childminder provides numerous activities that include all the children and develop their confidence to explore different media and develop their senses. For example, she provides activities that include resources, such as slime, water, sand and ice.
- Overall, the childminder works well in partnership with parents and other agencies to reduce gaps in children's development and meet their individual needs. However, the childminder does not consistently share information with parents about specific aspects of children's development to more fully coordinate their learning between her setting and home.

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 communication with parents to provide further continuity in children's care and development.

Setting details

Unique reference number	2749240
Local authority	Hampshire
Inspection number	10365869
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 6
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024. She lives in Alton, Hampshire. The childminder operates for most of the year, from 8am to 5.30pm, Monday to Thursday. She holds a relevant level 3 childcare qualification. The childminder offers government funded places for children aged from nine months.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk and joint observation together.
- The inspector observed how the childminder supports children during activities and assessed the impact this has on their learning.
- The inspector spoke with the childminder, parents and children during the inspection.
- The childminder and the inspector discussed the leadership and management of the setting.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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