

Childminder report

Inspection date: 11 July 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 understands the individual children's needs and the support they need effectively. This helps her to provide teaching and care that are unique to children's needs. For instance, the childminder understands how different behaviour management approaches support individual children, such as helping some develop skills in self-regulation. Children enjoy warm caring relationships with the childminder, helping them to feel settled and secure in her care. Overall, the childminder's organisation and the support she provides for children are strong.

Children benefit from a well-resourced environment with interesting activities to promote their positive engagement in learning. The childminder plans a wide range of outings that enhance children's experiences of the world around them. In addition, she regularly takes children to group activities, including toddler groups and rhyme time at libraries. This helps children develop their confidence and social skills to interact with other children and adults.

The childminder has a secure knowledge of what children need to learn. She identifies any gaps that emerge in children's learning and progress and provides support to help close these. She successfully incorporates children's next steps in learning in her daily teaching. This was observed during the inspection when the childminder provided effective teaching while children explored dough. This included promoting children's understanding of mathematical concepts, their small physical skills and language development.

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

- There are strong partnerships with parents. The childminder provides parents with a wide range of information, including daily discussions, written feedback, assessments and newsletters. She speaks to parents about any potential gaps in children's learning and encourages them to seek professional advice when appropriate. The childminder helps to prepare children to move on to new settings, such as through discussions. She provides information for the new settings, including written assessments. This helps staff at the new settings to understand the children's stage of development and their needs.
- Children develop good skills for the future. They are given time to do things for themselves, including taking off their shoes and putting away their belongings. The childminder supports children to manage their packed lunches, such as teaching them how to undo the zips on lunch bags and take lids off containers. Children gain a positive sense of responsibility as they help tidy up and put rubbish in the bin. During the inspection, children enjoyed cleaning the table after a painting activity.
- The childminder's curriculum has a strong focus on children's communication

and language development. Overall, she provides effective teaching through talking to children about what they are doing, making observations with them and giving them time to speak. This supports children to develop their listening skills and understanding and to build on their vocabulary effectively. Sometimes, the childminder does not embed children's further knowledge and understanding, such as through providing more detailed explanations.

- The childminder generally takes effective account of children's individual learning styles and interests. For example, she includes children's interests when arranging outings, such as visiting an airport to observe planes. She plans activities carefully to promote children's engagement in their learning successfully, including making marks with chalks and reading books outside. This supports children who particularly enjoy learning outdoors. Occasionally, the childminder does not fully consider children's engagement in some activities to enhance their continued play and learning.
- Children make choices about what they would like to do. The childminder supports their ideas and also offers suggestions of resources to play with. She understands how different activities support children's learning. For example, children enjoyed blowing bubbles in the garden. The childminder recognises that this develops the muscles in the children's faces and hands, which supports their speech and early writing skills.
- The childminder promotes children's positive behaviours, including good manners, sharing and taking turns. She encourages children to share equipment, for example talking to them about having a turn each with the ride-in car. The childminder encourages children's understanding of their safety. This includes raising children's awareness appropriately when they take risks to help them learn to manage these along with practising road safety during outings.

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:

- provide support to help children to gain and embed further knowledge and understanding
- enhance arrangements for children to continue their play and learning in activities that interest them.

Setting details

Unique reference number	2756206
Local authority	Hampshire
Inspection number	10349420
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 3
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 with Ofsted in 2023 and was previously registered with a childminding agency from 2022 to 2023. She lives in the Brighton Hill area of Basingstoke, Hampshire. She offers her service throughout the day between Tuesday and Friday for most of the year. The childminder provides funded early education for children aged two. She holds a recognised full and relevant level 3 early years qualification.

Information about this inspection

Inspector

Sheena Bankier

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 spoke to the inspector about the activities and outings she plans and how these support children's learning and progress.
- Children chatted to the inspector and interacted with her during the inspection.
- Some parents provided written feedback to offer their views about the childminder's service and their children's time there.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector held some discussions during the inspection.
- A sample of documentation was reviewed as part of the inspection process.

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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