

Childminder report

Inspection date: 11 October 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 arrive happy and quickly settle into the friendly and homely environment. They feel welcome, safe, and have a sense of belonging. The dedicated childminder shares warm interactions with children when they arrive and throughout the day. This helps children feel secure in their surroundings and effectively supports their emotional well-being. The childminder has high expectations of children's behaviour. She is a good role model, values children's opinions, and gives gentle reminders of the rules and boundaries in place. In turn, children treat each other with kindness. For instance, they get each other their water bottles, share toys and resources, and are polite. Children have highly positive attitudes towards learning and each other.

Children are inquisitive and curious about the world they live in. The childminder has created an environment where children access all areas of learning. Children become engrossed in their play as they explore equipment and materials. For example, the childminder supports children using their imaginations to create a pretend crumble. Children use tweezers to place objects such as shredded paper and pom poms into their individual trays. They use spoons to scoop oats and mix them in their pots. This supports children to express their creativity as they make believe by pretending, and they develop good hand-eye coordination skills.

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

- Leadership and management are effective. The childminder works closely with assistants. She supports her assistants well, and ensures effective professional development is in place for continual improvement. The childminder shares how recent training on developing early speech and language has benefited their practice and enhanced her knowledge. This supports the children to become successful communicators and builds on their communication and language skills.
- Children benefit from a well-structured curriculum that supports their current needs. The childminder is passionate about supporting children to grow and develop. She implements the intention of learning in a highly effective manner. Children participate in meaningful learning across all areas of the Early Years Foundation Stage (EYFS). They are thriving and making good progress.
- The childminder teaches children the importance of being healthy and eating foods that are good for them. She works collaboratively with parents to ensure the meals provided are healthy and well-balanced. Children follow good hygiene routines and are encouraged to carry out appropriate tasks independently. For instance, the childminder teaches children to wash their hands after using the toilet and before meals. Children are enthusiastic about demonstrating the skills they have learned when putting on their coats. They are developing good

foundations to become self-reliant, healthy, and independent.

- Overall, children have plenty of opportunities to engage in an array of well-organised activities. Children are actively involved and excited to join in. They demonstrate confidence when participating in small group conversations. They develop good listening and attention skills. However, some planned activities do not always support the growing concentration abilities of the youngest children, and they do not fully understand the intention of learning. As a result, they become distracted and move away. Their learning and development are not fully supported at these times.
- The childminder deploys herself well to ensure children are seen and heard at all times. She is readily available to build on and enrich the children's learning. For instance, children are engrossed when pushing a sit on train around the garden. The childminder identifies some support needed. She gives clear guidance and helps children to persevere and keep trying as they master new skills. This builds their confidence and willingness to have a go.
- Children are developing a love of books. They listen intently to stories and wait in anticipation for what is happening next. The childminder teaches children to handle books with care. Children are learning that print carries meaning.
- Parent partnerships are well established. The childminder works closely with parents and gives detailed feedback about the activities that are on offer. The childminder links the activities to the different areas of learning and shares this with the parents. Parents are given ideas about how to support their children at home. This provides consistency in learning and promotes a joined-up approach that helps children succeed. Parents share that they are extremely happy with the communication they receive, and they feel fully involved in their children's care and learning.

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:

- improve the planning of group activities to support the youngest children's needs and abilities.

Setting details

Unique reference number	2756739
Local authority	Hampshire
Inspection number	10349463
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 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023. She is based in Hampshire and operates Monday to Friday from 8am to 6pm all year around, except for family holidays. The childminder holds a qualified teacher status qualification. She provides government funded early years places.

Information about this inspection

Inspector

Kelley Ellis

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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