

Childminder report

Inspection date: 12 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 a broad ambitious curriculum. She skilfully supports children who are behind in some areas of their development, to quickly catch up and make good progress. For example, she successfully builds children's vocabulary through regular story times and singing activities. Children learn to use complex words and understand their meaning.

The childminder works well in partnership with parents and assistants to help children feel settled and secure. She persists in helping children develop the confidence to separate happily from their parents, for example, with the use of familiar and consistent routines. Children form close emotional relationships with the childminder and others, showing affection as they hug their friends.

The childminder has clear expectations for children's behaviour. For example, she reminds children to use gentle hands and not to run when they play indoors. This helps to keep children safe. The childminder successfully gains children's cooperation by holding their attention, promoting their listening skills and giving them simple instructions to follow. This helps children develop positive attitudes towards their learning.

The childminder successfully develops children's social skills and understanding of the world. For example, she takes children on regular outings to playgroups, farms, parks and a miniature steam railway, where children get to know others and extend their friendships. Children enjoy visiting a local community garden where they learn about growth and living things, such as bees in hives.

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

- The childminder provides a wide range of indoor and outdoor activities that successfully motivate children to learn. She shows and explains to children how to use the resources and praises them when they try things for themselves. For example, children enthusiastically learn to use rollers, brushes, paint and leaves to make prints on paper. However, the childminder does not review and adapt activity planning to consistently give children time to develop their own play and independent exploration. For example, when she provides adult- initiated activities.
- The childminder focuses strongly on supporting and extending children's physical development. For instance, she teaches children to climb and develop balancing skills during woodland walks and outings to soft play facilities. Children develop good hand: eye coordination. For example, they learn to use play tweezers to pick up small felt balls and use chalk to make marks on a board which prepares them for future writing.

- The childminder supports children well to develop the skills they need for the future. She teaches children to say please and thank you and develop a positive understanding of differences in society. For example, the childminder asks parents to share photographs of their traditional cultural events, which she shows and discusses with all the children.
- The childminder supports children's interest in books well. For instance, she often reads to children and takes them to the local library each week to listen to stories. Children often choose to look at books independently. They learn to turn the pages and talk confidently about what they see in the pictures, building early literacy skills that will support future reading.
- Children behave well. The childminder focuses strongly on helping children learn to share and take turns. For example, she gets down to their level, calmly explains what is expected and skilfully distracts younger children to remove any feelings of frustration they may face.
- The childminder successfully develops children's self-care skills. For example, she helps children learn to put on their shoes and coats and feed themselves. The childminder teaches children to tidy up the play equipment and children now do this independently without being asked, in the setting and at home.
- The childminder supervises assistants well. She consistently shares information about children's progress with assistants, which they use to extend children's learning and development. For example, they use many activities to teach children about colour and number, for instance, as children play with paint and other resources.
- The childminder works well in partnership with parents to meet children's individual needs. For example, she shares information with parents about activities and children's interests, giving them ideas they can use at home to support and continue children's learning. For example, safe resources children enjoy using with modelling dough, that help develop their fine motor skills.

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:

- review and adapt activity planning to consistently give children time to develop their own play and independent exploration to further support their good learning during adult-initiated activities.

Setting details

Unique reference number	2757655
Local authority	Hampshire
Inspection number	10349690
Type of provision	Childminder
Registers	Early Years 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 was registered in 2023. She lives in Farnborough, Hampshire. The childminder provides care, Monday to Friday, from 8am to 5pm, and every other week from Monday to Thursday from 8am to 5pm, except for bank holidays and family holidays. The childminder offers Government-funded places for children aged from nine months. She holds a relevant level3 childcare qualification.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk and joint observation together.
- The inspector observed how the childminder and her assistant support 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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