

Childminder report

Inspection date: 23 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 knows the children well and provides a range of activities and experiences that support them in making good progress in their learning and development. Strong bonds are in place between the childminder and the children and their families. Children relate well to the childminder and show confidence to interact with unfamiliar people. Their likes, dislikes, interests and abilities are well known to the childminder, and she uses this knowledge well to engage them. For example, children attend toddler sessions and outings with other adults and children to build on their social and emotional development. Children share how they liked the beach, and they dug in the sand and that the water was cold. They share how they can hear a plane and that they like them. The childminder states how she is building on this by taking them to a local airshow.

Since the COVID-19 pandemic, the childminder has placed a strong focus on supporting children in their communication, social and emotional development and their personal independence and confidence. The childminder encourages children to play together and show kindness to others and to her pets. Children behave well for their age and learn to take turns and share. When the occasional disagreement occurs, she encourages children to share and be kind with their friends as they play. For example, when two children want the same bowls and pom-poms, they are calmly assisted to share and reminded that there is enough for them all to play with.

Young children are keen to explore and investigate and move freely between the playroom and outside to build on their play. For example, after children fix the 'bus' in the playroom, they take the toolkit outside to make repairs in the garden, under the vigilant supervision of the childminder. Children acquire a wide range of skills in readiness for their move to the next stage in their education.

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

- The childminder reflects on the quality of the service she provides and is committed to developing her practice. She keeps the required records and has a range of policies and procedures to support her practice. The childminder has identified her need to focus more time on practice than paperwork, and she has amended her recording systems to support this.
- The childminder observes and assesses children to identify where they are in their learning and what next steps to target. She provides children with a varied range of activities to build on their interests, physical skills, communication and personal development. She has a good overview of where children are in their learning and development and bears this in mind when undertaking activities. However, on occasion, activities lack challenge for some of the children to

extend their current skills further.

- The childminder has established very positive relationships with parents. Parents speak highly of the childminder, her dedication and the good care and education she provides. The childminder holds a couple of events each year for all the parents to meet each other and her family. She keeps parents informed about their children's progress. She regularly sends them photos and information about their child's day and their identified next steps. This helps parents to support their children's learning at home.
- The childminder encourages children to lead healthy lifestyles. Children are aware of good hygiene practices and the need to keep hydrated during the day and to eat healthy meals. They enjoy physical activities and share how they like riding the bikes and scooters. The childminder finds fun ways to build on children's coordination and physical skills further. For example, she takes children to a variety of parks as each one offers different climbing apparatus for them to practise their skills on.
- Children behave well and demonstrate a willingness to have a go at activities. The childminder talks to the children about how they are feeling to support them to deal with their emotions. When children are kind and help each other, the childminder makes good use of praise to recognise these acts of kindness.
- Children enjoy activities in the local and wider community, such as visiting car museums to build on their interest in vehicles and sunflower farms to explore nature. However, there are fewer opportunities for children to gain an understanding of the other countries and communities outside their own backgrounds, to enhance children's understanding of the wider world further.

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:

- make greater use of interactions with children to challenge them in their learning further
- increase children's understanding of other countries, cultures and communities outside their own backgrounds.

Setting details

Unique reference number	2757946
Local authority	Hampshire
Inspection number	10349565
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	0 to 8
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminder agency between 2019 and 2023, and they registered with Ofsted in November 2023. The childminder lives in Aldershot, Hampshire. They operate from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anne Nicholson

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents' written testimonials were shared with the inspector, and their views were taken into account.
- 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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