

Childminder report

Inspection date: 11 September 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 enjoy their time at the childminder's home-from-home setting. They show they feel safe and secure, as the childminder and her assistant know the children's needs well. For instance, children benefit from cuddles and reassurance as they settle back into the daily routines after the summer break. This helps to build children's emotional security well. Children develop trusting relationships with the childminder, her assistant and their friends. Children enjoy each other's company and learn how to play together, developing their early understanding of sharing and turn taking.

The childminder and her assistant work well together. They have a shared vision for children's learning and care, and high expectations for what children can achieve. The childminder works mainly with younger children and has a good understanding of their needs. She focuses her curriculum on supporting children's communication, social skills and physical development well. Together with her assistant, the childminder creates an environment where children can play and explore. Children enjoy learning, as the childminder offers exciting activities which motivate them. For instance, toddlers learn about features of their faces, as the childminder teaches them where their eyes, nose and ears are. Children enjoy using mirrors to look at themselves and their friends, as they learn about their differences and similarities and what makes them unique.

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

- The childminder has a good knowledge about children's learning. She understands the interests of the children that she cares for and creates learning experiences with this in mind. Babies and toddlers develop good physical skills, as the childminder offers them plentiful opportunities to develop their large- and small-muscle skills. For instance, babies practise using spoons to scoop foods, as they learn how to coordinate their movements to feed themselves at mealtimes. Toddlers become confident in moving from indoors to outside to play, as the childminder encourages their growing confidence in walking and exploring their surroundings.
- Children develop good levels of emotional security and well-being in the childminder's care. Younger children and those who take a little more time to settle, benefit from the close comfort and reassurance they need to help them ease back into daily routines. The childminder knows the emotional needs of her children well. Her interactions are kind and gentle. Children build strong relationships with the childminder and her assistant. This contributes to the youngest children's sense of security and safety at the setting.
- The childminder makes regular observations and assessments to plan and provide learning experiences that contribute to children's good progress. She

knows what she wants children to learn next and plans activities to support this. However, sometimes the next steps she identifies are broad and do not help her to precisely target and sequence children's learning as fully as possible.

- Children benefit from a language-rich environment to build on their communication and language skills. The childminder and her assistant talk to children as they play, modelling new language for them to hear and practise using. For instance, as toddlers notice pictures of different animals the childminder names the octopus. Children hear the word clearly spoken, so that they repeat back what they hear and build on their growing language skills. Children learn new words rapidly, which helps to support their developing communication skills.
- The childminder and her assistant work together well to evaluate and improve their provision. The childminder takes a proactive approach to building on her knowledge and skills. She attends mandatory training, such as keeping her and her assistant's safeguarding knowledge up to date. She gains the views of parents and children, alongside her discussions with her assistant, to evaluate her provision. This helps her to make positive changes to meet the needs of children in her care.
- Parents speak very positively about the childminder. They value the opportunities children have to learn about the community they are part of, such as visits to country parks and woodlands. Parents are kept informed of their children's daily activities and progress through the relationships that the childminder has successfully established with them. However, a two-way flow of information is not always successfully promoted with all parents, to help embed and continue children's learning at 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:

- place a sharper focus on planning and sequencing children's next steps in learning, to help them make even better progress
- strengthen the arrangements for gathering and sharing information with parents, to maximise the support for children's all-round learning and development.

Setting details

Unique reference number	2758443
Local authority	Hampshire
Inspection number	10349712
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 2
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in 2023 and lives in Fleet, Hampshire. She provides care for children from 7.30am to 5.30pm, Monday to Thursday, all year round. The childminder works with an assistant. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- 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.
- 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 shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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