

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 places a strong focus on children's happiness and responds to their needs. Children demonstrate they feel safe and secure in the childminder's home. They confidently explore and play with the resources that the childminder makes available.

The childminder plans a broad and balanced curriculum. She knows her children well and plans activities to progress their development. For example, she understands children's need to practise their physical skills. She provides a range of opportunities for children to do this, from constructing a train track, to threading with wooden beads. The childminder puts out walkers for the babies. They squeal with excitement as they skilfully push the frames across the floor.

The childminder encourages children to look at books and provides a variety of different types to meet their individual needs. She spontaneously sings the children's favourite songs, and they avidly join in with the actions. This helps to develop their communication skills and confidence as they sing together.

The childminder is a good role model. She has high expectations for children's behaviour. She uses techniques effectively, such as distraction, for the youngest children when they struggle to manage their emotions. Children behave well and understand the rules and boundaries. All children make good progress from their starting points.

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

- The childminder has a good understanding of her role and wants to provide the best opportunities for the children in her care. She regularly updates her knowledge by accessing local forums and discussion groups. This helps her to understand any changes to legislation and ensures that her practice remains current.
- The childminder wants the service she provides to be a home-from-home experience. For example, she ensures that children sit down at the table and in their highchairs together for lunch. The childminder cuts a variety of grapes and raspberries to minimise the risk of children choking. During play, children have continuous access to their water bottles. They kindly pass friends their individual bottles when they have a drink and encourage their friends to drink too. This helps children to develop an understanding of healthy lifestyles.
- The childminder finds out what children know and can do before they start with her. She plans activities and outings to support children's learning and extend their knowledge and understanding of the local community. For example, she takes children on trips to the local parks, farm and activity centre. This helps

children to understand the world around them.

- The childminder helps children to understand the concepts of mathematics. She regularly uses numbers and colours in play and encourages children to count. As a result, children are beginning to gain a good understanding of early mathematics.
- Overall, the childminder promotes children's language development effectively and helps them to become confident communicators. She talks to children as they play, modelling language well. However, on occasion, the childminder is not consistent in supporting children when their pronunciation is not correct. Therefore, although children develop broad vocabularies, at times, they do not master new words as swiftly as possible.
- Children show a positive attitude to learning. They persevere during a threading activity, refining their hand-eye coordination skills. Children proudly show the childminder, who praises them for their achievement. She encourages them to count how many beads they have added to their strings.
- The childminder has good relationships with the local pre-school. Effective sharing of information helps to ensure appropriate and coordinated support for children. It also helps with transitions as children move on to the next stage in their learning.
- The childminder develops good relationships with the parents. She provides daily updates on how the children have been. Parents speak highly of the childminder, saying she is 'amazing' and that they can see the progress their children have made. The childminder provides activities and ideas to support the children's learning at home. Children benefit from this joined-up approach and thrive in their development.

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:

- enhance the support for children to understand the correct pronunciation of words as part of their ongoing communication and language development.

Setting details

Unique reference number	2760589
Local authority	Hampshire
Inspection number	10349732
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2024. She lives Andover, Hampshire. The childminder offers care from 8am to 4pm, Tuesday to Thursday, all year round. She is qualified to level 3 in childcare and education. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector
Lindsay Osman

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided indoors 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 inspector observed the interactions between the childminder and the children.

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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