

Childminder report

Inspection date: 6 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

Children confidently enter the childminder's care and settle swiftly to play. The childminder supports children's developing independence well. For instance, she encourages them to store their belongings safely when they arrive. Children freely make choices about what to play with. They know where the toys they like to play with are, and eagerly seek them out. Children demonstrate that they feel safe and secure in the childminder's warm and attentive care.

The childminder plans a curriculum to help prepare children to move on to the next stage in their education. In addition to encouraging children's independence and self-confidence, she aims for them to be curious and motivated learners. The childminder plans a variety of activities for children to support them to explore, play and learn. She knows what children are interested in and uses this knowledge to provide opportunities to stimulate children's learning. For example, she uses children's interest in vehicles to engage them in learning about distance as they push cars down the slide. The childminder is effective at supporting children to engage in their learning.

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

- The childminder skilfully uses praise to help children know what they have done well. She offers them many opportunities to understand their actions, such as commenting 'good stirring' when they mix potions. Children thrive in her care. She supports their emotional well-being very effectively.
- Children learn to manage their feelings and behaviour with good support from the childminder. For instance, she models words for children to use when asking for a turn with resources. The childminder is a positive influence for children. She encourages them to keep on trying, such as when they attempt to fit jigsaw pieces together and count objects. Children benefit from good support for their social and emotional development.
- The childminder understands how children learn. She readily identifies if children need more support to close any gaps they may have in their learning. For instance, she knows when children need more help to say words clearly. She carefully models how to say words so that children can hear them correctly. This helps all children to make good progress in developing their speech.
- Children learn about early mathematical concepts, with good support from the childminder, as they play. For instance, when children ride on balance bikes, the childminder teaches them about speed, supporting them to go fast and slow. She teaches them to count accurately as they look at road maps. Children develop a good understanding of a variety of mathematical terms and ideas.
- The childminder encourages children to develop their physical skills. For example, children use paints and pens to make marks on paper. They use big

movements to paint with water on walls outdoors. The childminder supports children to climb, balance and jump confidently. She encourages them to play energetically and develop an active lifestyle.

- Children generally benefit from good support as they play. For instance, the childminder plans a fishing game, teaching children to carefully hook the fish. She supports them to practise and develop persistence as they play, encouraging their hand-eye coordination well. However, at times, the childminder steps in before children have the opportunity to think of their own solutions to problems that arise as they play. She does not fully consider how to encourage children to think of their own ideas to any difficulties they encounter.
- The childminder offers children many experiences and opportunities outside her setting. For instance, she takes children to the local woods, farms and parks. They meet other children in bigger social groups, such as at the local library. Children benefit from seeing different people and different places. They learn about the wider world they are growing up in.
- The childminder builds effective partnerships with parents. They comment on her good communication, which helps them to feel informed about their children's learning. However, the childminder has not considered how to build similar working relationships with other settings that the children attend. This does not fully support continuity for children's 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:

- enhance opportunities to support children in thinking further and developing their problem-solving skills
- develop partnerships with all other settings that the children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2761015
Local authority	Hampshire
Inspection number	10349747
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	2 to 5
Total number of places	2
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Fareham, Hampshire. She operates from 8.30am to 6pm, Tuesday to Thursday, all year round. The childminder provides funded early education for children.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for the children's learning.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting with the inspector.

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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