

Childminder report

Inspection date: 17 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show they feel safe and secure with the caring childminder. They readily approach her for cuddles, which she warmly gives. Children snuggle in and clearly demonstrate they enjoy being with the childminder. She offers them warm praise and encouragement as they play and explore. This helps to raise their self-esteem. The childminder supports children's emotional well-being effectively.

Children benefit from playing in an attractive learning environment. They are independent and confidently make choices about what to play with. Children enjoy exploring toys that make noises and those with buttons to press. They show good attention and are self-motivated to play and learn.

Children show positive attitudes to their learning. They respond to what the childminder says and keep on trying. Children show they are proud of their achievements. For instance, they beam with delight when they manage to open the lids of their drinks. Children benefit from going on outings with the childminder. They have the opportunity to meet other children, which supports their social development. Children behave well and show they are happy in the childminder's care.

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

- Children benefit from being in the care of a childminder who knows them well. She understands how children learn and uses this knowledge to support their individual learning needs. The childminder's curriculum is planned carefully to ensure children learn new skills and build on what they can already do. This supports them to move on to the next stage in their education.
- Babies have plenty of opportunity to practise their physical skills. For instance, they benefit from playing on their tummies. Babies are developing their core muscles in readiness to roll over and later crawl. Older children practise using their fine motor skills as they play with a range of engaging toys. The childminder supports children's physical development effectively.
- The childminder is a positive role model for children. She supports their developing speech, such as by naming objects and repeating back what children say clearly. Children hear new words as they play and learn about good manners. However, the childminder does not fully support children to understand what new words mean. At times, she does not allow them to fully explore what has been said. Occasionally, she steps in by asking more questions or adding in more information before children can respond. Despite this, children develop into confident communicators.
- Children learn about simple mathematical concepts as they play. For instance, the childminder counts with children and names shapes for them. The

childminder provides resources that engage children in their play and that help to support their learning.

- The childminder encourages children to be independent. For instance, children can help themselves to drinks when they are thirsty. However, the childminder does not consistently ensure children wash their hands before eating. This does not fully support children's understanding and development of good hygiene routines.
- Children generally know the expectations the childminder has for them. For example, children know to return their drinks to the table when they have finished with them. At times, the childminder makes requests to children to keep them safe. For instance, she asks children not to stand on toys but does not explain why. This limits their understanding of her boundaries and expectations.
- The childminder works well with parents. For instance, she encourages them to supply healthy options for children's meals. Parents report very positively about the care the childminder provides. They comment on how she readily offers them 'sound support and reassuring advice.' Parents say that their children enjoy their time in the childminder's care.
- The childminder builds effective partnerships with other settings that children attend. She shares information to support children's learning and continues their learning from pre-school. This ensures good levels of continuity for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and to promote their well-being. She knows about child protection and the signs of possible abuse. The childminder keeps her knowledge current, such as through regular training. She knows what actions to take if she has any concerns about children's welfare or if there is an allegation made against her. The childminder is attentive and alert to keeping children safe as they play. She supervises them effectively as they play and learn.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the quality of interactions with children to further develop their communication skills
- develop consistent teaching strategies to help children learn about the importance of hygiene routines for positive health
- explain boundaries and expectations in age-appropriate ways to help children fully understand them.

Setting details

Unique reference number	510585
Local authority	Hampshire
Inspection number	10279973
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	6
Number of children on roll	7
Date of previous inspection	1 September 2017

Information about this early years setting

The childminder registered in 2000. She lives in Fareham, Hampshire. The childminder provides care from 7.30am to 5pm, Monday to Thursday, throughout the year. She receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector
Emma Dean

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 this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the 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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