

Childminder report

Inspection date: 10 February 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 are very settled and show strong attachments to the childminder. Babies demonstrate their keen babbling skills, and they have lovely conversations with the childminder. They smile with delight as the childminder responds to them, using differing tones to her voice. Babies recognise the childminder's voice and follow this as she moves around the home. This helps children to build strong bonds with the childminder and encourages their communication skills. The childminder has a secure understanding of how to organise the learning environment. She accomplishes this through effective planning, which she bases upon what she knows children need to learn next. She encompasses this into activities that follow children's interests.

Children show great consideration for those younger than themselves. They involve babies in their enjoyment of playing their guitar and singing rhymes and songs. They have learned the skills they need to be gentle with others. For example, older children touch babies' faces with care and kindness. This shows that warm relationships evolve between children and that they learn respect. Children receive calm and reassuring praise throughout the day. The childminder offers gentle words of encouragement and acknowledges children for a job well done. This boosts children's confidence and sense of pride.

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

- The childminder uses effective systems for observing, assessing and planning for children's development. She has a secure understanding of what each child knows, understands and can do. She plans successfully for children's next steps in learning on an individualised basis. This means that children continually gain the competencies they need to learn and embed new skills.
- The childminder is highly perceptive to babies' and children's individual needs. She recognises their very slight changes in body language and non-verbal cues. This means that she is ready with a bottle of milk or food when needed.
- The childminder shows great competence in her understanding of learning that takes place as children play and explore. However, at times, she asks children too many questions in quick succession. This does not enable children to gather their thoughts and to vocalise a response, and it does not further enhance children's speaking skills.
- Good partnerships with parents are clearly evident. The childminder develops secure bonds with parents and makes sure that they feel that they have control over their children's learning and care needs. Parents state that they 'feel so lucky to have found not only such a high standard of care but also a great, approachable relationship with our childcare provider.' They also comment that the childminder provides 'fundamental skills to prepare children for school and to

support their development when they start school.'

- Children thoroughly enjoy their chosen play. They show increasing skills as they throw the balloon and squeal with delight as they catch it. The childminder fully understands the learning that takes place, even with such a simple activity.
- Children develop a keen interest in books and enjoy the closeness they share with the childminder as she reads to them. Children learn to press the buttons in the book, and they are rewarded with the roar of the dinosaur. The childminder brings the story to life, such as by using different tones in her voice for the characters.
- The childminder undertakes training to refresh and improve her knowledge. For example, she recently attended a course that enhanced how she includes natural objects and resources into children's play. Children have daily opportunities to be outdoors and explore the natural world.
- Children develop an awareness of community and of the world around them. They created a picture and wrote to the Queen with a letter of condolence. Children received a letter from the Queen's lady in waiting, along with a photograph of Prince Philip, the Duke of Edinburgh. This helps children to show empathy for others.
- The childminder takes children out into the local area, and sometimes further afield, which encourages them to learn. She plans a wide range of outings, such as to the beach or to London. This supports children to develop their skills across all areas of learning. In addition, children are supported to follow the instructions in place for their safety and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of a variety of aspects that would give her cause for concern. She is secure in her knowledge of the procedures to follow if she has any child protection concerns. Her good awareness extends to many aspects of safeguarding, including differing cultural practices and online safety. The childminder continually risk assesses her home and outings to identify and minimize potential hazards. This helps to ensure that children play and learn in a safe and secure environment. Children learn about their own safety and that of others, and the childminder offers gentle reminders during their play. For example, when children run and jump in their attempt to catch a balloon, she explains the need to be careful.

What does the setting need to do to improve?

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

- give children the time they need to gather their thoughts and respond to questions, to extend their speaking skills.

Setting details

Unique reference number	EY100430
Local authority	Hampshire
Inspection number	10264069
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in Aldershot, Hampshire. The childminder provides care for children Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder is eligible to receive funding for the provision of free early education for children aged two, three and four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Helen Penticost

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.

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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