

Childminder report

Inspection date: 10 May 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 feel emotionally safe and secure. They happily and confidently move around, explore resources and make choices about what they want to play with. The childminder knows the individual children well. She can confidently talk about their abilities and likes and how she is supporting their learning and development. She interacts well with the children and uses lots of positive reinforcement, such as praise and encouragement, to help them to have a positive sense of themselves.

Children are kind, polite and caring towards the childminder and their peers. The childminder has high expectations for their conduct. She uses a range of positive strategies to support children's behaviour and help them to learn how to take care of themselves and others. As a result, young children learn the importance of sharing, taking turns and playing harmoniously alongside their friends.

Children are keen and active learners. They demonstrate a positive attitude to acquiring new skills. They make good progress from their starting points and develop the knowledge they need for their next stage in learning. They speak with confidence and have age-appropriate conversations with the childminder, who listens with interest to what they have to say. Children complete tasks independently, such as dressing and undressing, and help to tidy away toys when asked.

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

- The childminder understands the importance of developing children's love of books and stories. She seizes every opportunity to sit with them to share different books. Young children enjoy lifting the flaps, and older children relish the chance to follow the story in books that are familiar to them. Children of all ages hold the book the correct way and turn the pages. They listen with interest and confidently predict what might happen next. These positive experiences help to promote early literacy skills.
- The childminder has an overall good knowledge of how children learn and develop across the early years curriculum. Regular observations and assessments enable her to get to know the children well. She uses this knowledge to consider what activities to provide to help them move on to the next stage of learning.
- Overall, the childminder uses effective teaching techniques. She supports children's speech development well through repeating and reinforcing children's language attempts. The childminder introduces new resources for children to extend their play and develop their thinking further. However, occasionally, in her eagerness to teach children new concepts, the childminder asks lots of questions and interrupts their play to move them on to other activities. This

potentially prevents children from fully exploring their own ideas and further developing their problem-solving skills.

- The childminder's enthusiastic interaction means that children have lots of fun. Children giggle with delight as they join in with activities that help to support their physical development. For example, they move in a variety of ways, such as hopping like a rabbit and stretching up tall as they pretend to be a giraffe.
- Partnerships with parents are good. Effective communications, such as daily feedback and termly newsletters, ensure that parents are kept up to date with their children's care and learning. Parents comment that the childminder provides a wonderfully caring, supportive, home-from-home environment where children flourish.
- The childminder successfully weaves numbers into the everyday experiences of children. For example, she encourages them to recognise how many boots they need for outdoor play and count the number of cereals they can thread onto uncooked spaghetti.
- The childminder promotes children's health and well-being effectively. Children follow robust hygiene practices and learn about oral hygiene as they pretend to brush their 'baby's' teeth during role play. They enjoy being physically active and thoroughly enjoy games that develop their large-muscle movements, such as kicking and throwing balls.
- The childminder is committed to providing a good standard of care and learning. Since her last inspection, she has undertaken a range of professional development opportunities, including face-to-face training and online webinars. These help to broaden her overall knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her duty to keep the children in her care safe. Regular checks of her home ensure that she quickly identifies and eliminates any risks. She ensures that she completes regular safeguarding training. This helps her to quickly identify any signs that may indicate that a child might be at risk of abuse and/or neglect. She is aware of the procedures to follow in the event of any concerns, including what to do if an allegation is made against her or other adults who come into contact with children.

What does the setting need to do to improve?

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

- improve teaching to ensure children have sufficient time to think in detail, apply their knowledge and develop their problem-solving skills.

Setting details

Unique reference number	EY227367
Local authority	Hampshire
Inspection number	10279987
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	18 September 2017

Information about this early years setting

The childminder registered in 2003 and lives in Aldershot, Hampshire. She operates for most of the year, from 7am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

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 that into account in her evaluation of the provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The views of the parents were gathered through written feedback.
- The inspector held a discussion with the childminder to assess her understanding of the curriculum following one of the activities.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance.

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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