

Childminder report

Inspection date: 6 June 2022

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 have plenty of fun with lots of laughter at the childminder's setting. They adore the warm and caring childminder. Children behave well. They understand the expectations of them. For instance, without being prompted, they tidy up before they play their next game. They eagerly listen to the childminder and follow instructions well. For example, as they take part in musical games, they listen closely and enthusiastically follow the actions, such as 'freeze', 'walk on tiptoe' and 'crawl'. Children are confident and have their own opinions and ideas. They are keen to share these with the childminder, who values what they have to say. Children feel confident in sharing their emotions with the childminder, such as when they feel nervous. They feel comforted and reassured by her.

Children love to look at books. They turn the pages of their favourite books one by one. They know that books can provide information, such as the ingredients they need to make 'Gruffalo crumble'. Children regularly sing nursery rhymes. They join in with the familiar phrases and actions. For instance, they count their fingers and sing along to '10 fat sausages'. Children love to dress up and role play as their favourite characters. For example, they pretend to fly and do different 'acrobatics' as they become 'superheroes'.

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

- The childminder has high expectations of children and their development. She supports this with a curriculum that is centred on personal, social and emotional development. The childminder keenly demonstrates her focus on children being kind above all. This includes being kind as they play and as they communicate with others.
- Children learn to be independent. For example, they wash their own hands and put away their towels after drying their hands. They enjoy taking on responsibilities. For instance, they become food and drink helpers for snack and lunch. Children keenly carry out their roles, such as putting the drinks out ready.
- The childminder has strong partnerships with parents. They comment on how happy they are with the provision and how much the childminder loves her role. The childminder sends home daily diaries of the children's day. This keeps parents regularly informed about their children's progress.
- Children regularly go on outings with the childminder to develop their knowledge of the world around them. For example, they create shopping lists together. They then visit the local shop to buy fruit and vegetables for their snack, using their shopping list.
- The childminder is passionate and dedicated to her role. She understands the importance of regular training. Before the COVID-19 pandemic, the childminder accessed regular training to develop her professional knowledge further. She has

not yet been able to reinstate this; however, she has plans to do so.

- Children's language is supported well overall. Children learn new vocabulary as they play. They are given time to think and speak when replying to the childminder. However, the childminder does not consistently help children to hear the correct pronunciation of words. This means that the promotion of early language skills is not fully effective.
- The childminder is eager to provide children with experiences that they may not ordinarily have. For example, children learn to grow vegetables on their own allotment. They enthusiastically plant their own seeds, watch them grow and then pick their own vegetables to eat.
- The childminder regularly adapts and reviews her practice throughout the day. This means that she can respond in the moment to ensure that children get the most out of the activities. For example, the childminder makes an activity more physical when the children begin to become restless and disengaged. This results in children becoming highly engaged in the activity again.
- Children are kind and thoughtful towards one another. For example, older children notice that younger children want particular toys they cannot reach. They go and get the toy for them and hand it over with a big grin. Children confidently reply with 'thank you'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She knows the signs and symptoms that may indicate a child is at risk of harm. The childminder has knowledge of how to support families who live in different counties to her setting. She understands the procedures to follow to report concerns about a child. This includes how to report an allegation against herself or a member of her household. The childminder uses a range of ways, such as discussion with other professionals, to ensure that she is aware of any changes to local safeguarding procedures. She has a good understanding of how to keep children safe online, for example through using parental controls.

What does the setting need to do to improve?

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

- develop the programme of training and professional development further, to help raise the good quality of teaching and learning to the highest level
- strengthen ways to help children to hear and practise using speech sounds so that they make the best possible progress in their language skills.

Setting details

Unique reference number	EY230775
Local authority	Hampshire
Inspection number	10063186
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 October 2015

Information about this early years setting

The childminder registered in 2002 and lives in Waterlooville, Hampshire. She operates during term time from 8am to 5pm, Monday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Natasha Jarvis

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 their evaluation of the setting.
- The childminder discussed her curriculum intentions with the inspector during a learning walk.
- Parents shared their views with the inspector through written questionnaires provided by the childminder.
- The childminder and the inspector took part in a joint observation of an activity.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents.

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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