

Childminder report

Inspection date: 3 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 discuss the fun times they have on community outings with the childminder and her assistant. They talk about their trip to a castle to see the changing of the guards. They thoroughly enjoy decorating crowns and discussing the forthcoming King's Coronation with the childminder. The childminder reminds children about a museum trip where they explored cobbled streets and old-fashioned shops. These experiences help children develop a good understanding of the world past and present. The childminder organises lots of outings where children get plenty of exercise and fresh air. For example, they enjoy climbing trees and visiting local woodland to walk and see the bluebells.

Children are confident and happy exploring the resources in the childminder's home. They learn to stay safe while taking turns on the trampoline. Children enjoy exploring lots of small-world toys and dressing up. This helps them play imaginatively and develop strong friendships with each other. The childminder and her assistant give timely reminders for children to share and take turns. They encourage good manners and create a warm and friendly environment in their home. All children behave well. The childminder encourages children to make choices in their play and communicate how they are feeling.

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

- Children have plenty of opportunities to explore the natural world. For instance, they find frogspawn in local ponds and search for mini beasts in the woods. Children select books to read with the childminder and her assistant. They talk about animals from different countries and expand their knowledge of the wider world. Children all develop a love for reading.
- Children are enthusiastic joining in their singing sessions. The childminder incorporates puppets for children to play with which follow the themes of the songs. Younger children dance along smiling, learning signs and gestures. This activity supports children to get exercise and learn lots of new songs.
- The childminder and her assistant know children well and make plans for what they need to learn next in all areas of learning. However, these plans are not routinely incorporated into teaching during activities. Opportunities to include mathematical language and extend children's literacy skills to the highest levels are not fully explored during reading, singing and craft activities for older children.
- Children learn about different festivals, such as Chinese New Year and Diwali. They read books about people from different countries and try traditional Chinese clothes on. Children enjoy learning about the jobs people do. For example, they spoke to a dentist to learn about the importance of brushing their teeth. These experiences develop children's understanding about the similarities

and differences between people.

- The childminder and her assistant teach children skills which will support their move to the next stage of learning. For example, children learn to get dressed for outdoor play, wash their hands and use the toilet independently. They all sit for mealtimes together and eat their packed lunches while having lots of conversations about the fun activities they have done.
- Children show kindness and play alongside each other well. They all show positive attitudes to learning and happily participate with the planned activities. Children develop strong friendships with the childminder and her assistants. They seek affection and reassurance from the childminder, such as a cuddle during story time. Children respond to all requests from the childminder and follow the routines of the day with confidence.
- The childminder and her assistants keep all mandatory training up to date. The childminder has a solid understanding of legal requirements for the running of her setting. However, training to develop teaching skills is not fully embedded through professional development opportunities.
- Parents speak highly about the great range of activities the childminder and her assistants provide. They report their children make good progress with their learning and development. Parents value how well their children develop their social skills, and how they feel happy and safe at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding about indicators that could suggest a child is at risk of harm. They know how they would report any concerns for children's welfare to the relevant authorities. The childminder and her assistant complete training courses to help them develop an understanding about wider safeguarding concerns, such as preventing children and families being radicalised. The childminder teaches children about risks, such as walking beside ponds and roads. The childminder ensures her home is free from hazards and closely supervises children with her assistant. The childminder keeps detailed attendance records and accident records to help monitor children's safety.

What does the setting need to do to improve?

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

- strengthen opportunities to focus teaching on areas where older children have identified gaps in their learning, to support them to make progress to the highest levels
- source professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	EY235692
Local authority	Hampshire
Inspection number	10263774
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 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in Blackwater, near Camberley, Surrey. She provides care from 7.30am to 6pm on Monday to Friday. The childminder employs two assistants who help at different times. She is open all year round, except for family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Foster

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector assessed both the childminder's and her assistant's understanding of keeping children safe.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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