

Childminder report

Inspection date: 22 April 2024

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 thoroughly enjoy their time with this kind childminder. They build loving relationships with the childminder and their friends. Children settle quickly and happily explore the wide range of resources on offer. For example, children experiment with magnetic letters on the fridge and try to make their names. In addition, they independently choose their favourite stories to look at, such as 'The Gruffalo'. They use toy characters in the story and call out the repetitive phrases. This illustrates that children are confident and motivated learners.

The childminder helps to develop children's love for books. She reads 'The Colour Monster' story with expression. The childminder helps children gain a deeper understanding of emotions through the story events. Children remember which colour represents an emotion and ask relevant questions, such as, 'What does scary mean?' The childminder gives clear, age-appropriate explanations. Children then contribute to the discussion, sharing things they find scary. This helps them develop a better understanding of new words.

Children love to be active in the fresh air. The childminder makes the most of the outdoors to develop children's physical skills. For example, children master balancing on low level walls and running safely on different terrains. She explains the benefits when they perform different tasks. For example, children learn that using tongs to pick up small items helps to strengthen their hand muscles, so they can hold equipment to make controlled marks. This encourages children to take ownership of their own learning.

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

- The childminder introduces new initiatives to help address some gaps in children's development that she identifies. For instance, after the COVID-19 pandemic, she highlights that children's social skills need improving. These ideas include attending toddler groups and meeting new people on regular visits in the local area. This has a positive impact on children as they are more confident when talking to visitors and approaching others to join in their play.
- Children follow the childminder's high expectations for good behaviour. The childminder reminds them to share and take turns, particularly when they want the same toy. She sets up interesting activities for children to practise these social skills. In this way, children show compassion and care towards each other and understand the importance of fairness.
- Children learn the importance of adopting healthy routines. The childminder supports them to follow good hygiene practices throughout the day. She teaches them to wash their hands thoroughly before meals and after using the toilet. The childminder talks to children about making healthy food choices for their

packed lunch. Children know that sugary foods are not good for teeth. They use teeth models to practise brushing techniques to ensure that the teeth are clean. Children replicate this technique at home.

- The childminder plans for children to develop their awareness of other cultures and religions. For instance, she shares information books about how Muslim people celebrate Eid and revisits the topic to assess how much children remember. This helps to raise children's understanding of people who are different to them.
- On the whole, the childminder notices children's learning potential in their free play and acts on it. For instance, she introduces mathematical language when children carefully place different sizes of cups on top of each other. Children understand which cups are the biggest and smallest. However, at group times with children of mixed ages and abilities, the childminder does not plan precisely enough to build on each child's existing knowledge and skills. For example, she spends much less time interacting with the older, more confident children and does not consistently offer them challenges to extend their learning.
- The childminder offers a varied and ambitious curriculum that supports children's preparation for their next stage in education. She involves parents when she completes the required checks to assess children's achievements and identify any potential needs. However, the childminder is yet to establish a more effective partnership with other settings children attend. This does not fully ensure a consistent, shared approach to children's education and care.
- Parents are highly complimentary of the care and education that the childminder offers. They appreciate the personalised approach by the childminder to help children learn and develop. Parents report that their expectations for children's behaviour mirrors the childminder's expectations, providing children with consistent messages. They value the daily chats and messages that keep them informed of their child's day and follow the childminder's advice at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and improve planning of group activities to build more precisely on all children's existing knowledge and skills
- strengthen links with other settings children attend to provide even higher levels of continuity in their care and learning.

Setting details

Unique reference number	EY244409
Local authority	Hampshire
Inspection number	10335353
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	15
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 2002. She lives in Basingstoke, Hampshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Thursday. She holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sonia Panchal

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 provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the childminder's home.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation during a group activity.
- Parents shared their written views of the education and care the childminder provides with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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