

Childminder report

Inspection date:

3 November 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 happy and settled in this home-from-home environment. The childminder is nurturing and attentive to children's needs. For example, she recognises when less-confident children need time to observe and take in their surroundings when they first arrive. She provides gentle encouragement and role models play to spark children's curiosity. This supports children to quickly become engaged in various activities that the childminder has thoughtfully planned. These activities are tailored to children's individual interests and support their individual learning.

The childminder prioritises children feeling a sense of belonging in her home. She provides opportunities for children to develop early independence skills, such as self-selecting their own activities. Children seek out the childminder for play, comfort and praise. She is receptive to children's needs and always responds with reassurance and enthusiasm to their requests. This supports children to develop a secure bond with the childminder, knowing their needs are always valued and interwoven into the day.

The childminder supports young children to develop their social skills. For example, she joins in play and models listening to children's individual ideas and thoughts. This supports children's growing understanding of working together and respecting each other's opinions. Children play harmoniously with each other. They are thoughtful, taking turns and continually involving each other in their play. They persist at activities that provide them challenge, such as grasping and using chunky tweezers to pick up objects. This helps children develop positive attitudes to learning.

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

- The childminder plans her curriculum to cover all seven areas of learning. She successfully considers children's individual personalities and learning styles when planning activities. She provides appropriate challenge for them to continually develop their skills and increase their concentration. However, the childminder has not made use of professional development to ensure she keeps her knowledge of child development fully up to date. This means, at times, assessments are not fully accurate to promptly identify gaps in children's learning and take swift action.
- Children have ample opportunities to develop their physical skills. They enjoy using the outdoor space to run, balance and successfully negotiate space. Furthermore, children dig, pinch tweezers, and practise matching small containers to peg boards. This helps to develop their large- and small-muscle skills. These opportunities help to strengthen the dexterity in children's hands,

promote hand-to-eye coordination and, in turn, support early writing skills.

- The childminder understands the importance of developing children's communication and language. She successfully narrates children's play and holds back-and-forth conversations with them. The childminder speaks clearly, enabling children to hear the pronunciation of new words, such as 'unicorn' and 'octopus', to widen their vocabulary.
- The childminder has high behavioural expectations for the children. She models sharing and turn-taking, as well as encouraging young children to think about why things happen and to solve problems. For example, children become engrossed in posting cars through giant tubes. When cars get stuck, the childminder gives children time and encouragement to work out they need to hold the tube higher. She supports them to achieve this, and they delight in seeing their cars 'zoom' out of the end of the tubes. This successfully promotes children's thinking and enables them to learn skills to prepare them for future success.
- Children's hygiene practice is promoted well. They understand the importance of washing their hands during daily routines. For instance, children wash their hands after using the toilet, before they eat and after they have played in the garden. The childminder role models effective hand washing. As such, children develop strong foundations in their self-care skills and good hygiene routines.
- The childminder demonstrates a sound understanding of how to support children with special educational needs and/or disabilities (SEND). She is aware of her responsibilities and understands the importance of working with other professionals to support children's individual needs. This ensures that children with SEND receive targeted support to meet their needs and make good progress.
- The childminder understands the importance of positive parental partnership. She ensures that communication is paramount. Parents report that they value the supportive nature of the childminder. They comment that their children have made good progress since they started attending. Parents cherish the 'home-from-home' approach the childminder offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of safeguarding and child protection. She can identify when children may be at risk of harm. She understands how to refer children if she has a concern for their safety. She also knows the procedure to follow in the event of an allegation against herself or a household member. The childminder demonstrates a good understanding of other safeguarding contexts such as county lines and radicalisation. She supervises children effectively. Furthermore, she demonstrates a good understanding of risk assessment. This helps ensure 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:

- make more use of professional development opportunities to maintain an up-to-date knowledge of child development, in order to strengthen the assessment process.

Setting details

Unique reference number	EY252636
Local authority	Hampshire
Inspection number	10305334
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	5
Date of previous inspection	19 February 2018

Information about this early years setting

The childminder registered in 2002. She operates all year round, from Monday to Friday, 6am to 6pm. The childminder holds an appropriate early years qualification. The childminder receives funding to offer free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Moir

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 provision.
- The childminder and inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector during the inspection.
- 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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