

Childminder report

Inspection date: 18 January 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 greeted by a warm, friendly childminder. They are confident and chatty with her and to visitors. Toddlers seek reassurance from the childminder when they are unsure of visitors; she supports them with cuddles and a soothing voice, which helps them to feel safe. Children support one another. For instance, when a child is unsettled, their friend brings them a favourite dinosaur. Young children show an understanding of how to make each other happy.

Young children show an intense focus in their creative play and build on their learning. For example, on one day, they create a dinosaur park, and the next day, add little frogs and a wooden archway. The childminder whispers to the children that there is a place to hide animals, and the toddlers repeat, 'hide', and put a frog in the house. Young children use tweezers to pick scales out of a pine cone and tell the childminder this is 'food' for the blue frog.

Children enjoy dancing and choosing their music. They use smart speaker technology in a way that is meaningful to them. For example, a young child says, 'I want to do dancing', and the childminder suggests asking the smart speaker. The child asks the smart speaker, 'play dancing for me', and the music starts. Children dance in a joyful way, waving coloured scarves and enjoying the movements they make.

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

- The childminder has a strong focus on communication and language. Children learn new words from her and use them in their play. She uses books to strengthen their knowledge and teaches them about insects and animals, building on their fascinations. Children expand their vocabulary, and toddlers start to find their voice.
- Young children learn about emotions. The childminder teaches them to identify their feelings and emotions. For example, when playing, she models emotions, and toddlers copy her facial expressions. Later on, they play with these expressions, pretending to be sad when they push over the tower of bricks that was the blue frog's home.
- The childminder gives plenty of praise and encouragement, and young children learn to take turns, with support.
- Children are provided with opportunities to develop their physical skills. For example, the childminder takes them on regular walks to the local park, and they use the larger play equipment for climbing. Children have good fine motor skills and carefully apply glue and small pieces of paper to their pictures with intense concentration. They beam with pride at their achievements, and this builds their self-confidence.

- The childminder helps children to learn about the wider world. For example, they visit the library to develop their love of books. They regularly attend music and movement groups, which supports their confidence in social situations. These activities help young children meet and learn about other adults and children in their community. They are beginning to understand that people are different to themselves.
- The childminder has high expectations for children's behaviour. The children play with friends, often listen to the childminder and learn to control their behaviour. However, there are times when the childminder does not make her expectations clear, and some children do not listen to her instructions. As a result, those children do not understand the impact their behaviour has on others in the group.
- Children have developed good personal hygiene skills with the childminder's support and encouragement. They use their own water bottles for drinks during the day and demonstrate independence as they wash their hands before they eat lunch.
- Parents report that the childminder is supportive and welcoming to them and their children. Parents of babies say that their children have quickly settled and are learning new skills in her care. Parents know that their children are making progress in their learning and receive daily feedback and online updates.
- The childminder keeps her knowledge and skills updated. She targets her training and professional development by attending courses that support children's learning. She uses the internet for advice and shares information with parents, to help them build on their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities to keep children safe. She attends safeguarding training and has a range of written policies that she follows. She is confident in identifying the signs and symptoms that might indicate a child is at risk of harm and knows where to report her concerns. She knows the procedure to follow if there is an allegation about herself or another member of her household. The childminder recognises the importance of online safety and uses parental controls and supervises the use of the smart speaker in her home.

What does the setting need to do to improve?

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

- set clear expectations for all children's behaviour during the day, to help them understand what is expected of them and to ensure that all children can fully engage in their learning.

Setting details

Unique reference number	EY267909
Local authority	Hampshire
Inspection number	10265137
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	0 to 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2004. She operates from a residential area of Bridgemary in Gosport, Hampshire. She offers care Monday to Friday, between the hours of 7.30am and 5pm, throughout the year. She has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Jo Parker

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and read some of the testimonial emails and took account of their views.
- 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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