

Childminder report

Inspection date: 10 December 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

The experienced childminder provides a welcoming and homely environment. Children settle quickly into the childminder's home, feeling safe and secure that their needs will be met. For example, the childminder is immediately responsive to children, encouraging them to talk about how they feel and offering cuddles and comfort. The childminder has effective systems in place to help her to get to know the children well before they begin in the setting. She gathers key information from parents about what children already know and can do to identify starting points for their learning.

The childminder provides regular opportunities for children to develop their hand-eye coordination. For instance, they learn how to rotate bricks as they post them in a shape sorter. Activities such as these help children to develop their small muscles in preparation for later writing. Children behave well and respond to instruction from the childminder. She reminds children of the high expectations for good behaviour, such as to share and take turns.

The childminder has a clear understanding of what she wants children to learn and why. She provides a range of experiences that enrich the curriculum. For instance, children take part in weekly music sessions, where they join in and learn new songs. This helps to build their coordination and rhythm. Furthermore, they go on walks into the local community and meet up with other local childminders who care for children of similar ages. This helps support children's social skills.

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

- The childminder plans a range of activities around what children need to learn next. However, she has not given enough consideration to the curriculum for language and communication. For instance, at times, the childminder uses long and complex sentences with toddlers who have limited language. This does not support children's early language skills effectively.
- The childminder encourages children to develop a love of books. Children regularly visit the library with the childminder and have access to a wide range of books. They take part in song and rhyme time, where they learn to sing songs and follow simple actions. This helps to develop their vocabulary.
- The childminder places a strong emphasis on mathematics. She weaves mathematical language seamlessly into play as children count steps and name colours. Children begin to count, ready for their move on to school.
- The childminder supports children to develop healthy lifestyles. She provides children with nutritious food and healthy drink choices. The childminder speaks to children about good oral healthcare and provides them with activities to develop their understanding. This helps to promote their understanding of good

health.

- The childminder teaches children how to keep safe online. She supervises children carefully when they use electronic devices. The childminder shares information with parents about online safety. For instance, she provides advice and support to parents about age-appropriate games and parental controls.
- The childminder is passionate about the service she provides. She reflects well and identifies aspects of her practice to improve on. The childminder attends training courses that she feels will benefit the children in her care. For example, recent training has improved her knowledge of how to positively promote children's behaviour in the setting. The childminder regularly communicates with other childminders to share good practice and to offer advice.
- The childminder has established positive partnerships with other settings that the children also attend. This helps to promote continuity in care and learning.
- Partnerships with parents are a real strength. The childminder shares information about children's learning through electronic messages and daily conversations. She offers ideas about how they can continue to support their children's learning at home. Parents state the childminder 'goes above and beyond' and that she offers 'exceptional care'.
- The childminder has clear expectations of children's behaviour. When they display unwanted behaviour, the childminder gently reminds them of the expectations. For example, she explains that throwing toys can hurt others and themselves. This helps children to understand that their actions can impact others.
- The childminder knows children well and provides an exciting learning environment. However, in her enthusiasm to do so, she provides so many different resources that children become easily distracted from useful activities that the childminder wants them to engage with. This does not help children develop their concentration and perseverance effectively.

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:

- strengthen the curriculum for communication and language to precisely match the needs of individual children
- review the organisation of the learning environment to support children to focus on planned learning experiences.

Setting details

Unique reference number	EY293863
Local authority	Hampshire
Inspection number	10367584
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2004. She lives in Fleet, Hampshire. The childminder operates from 7.15am to 6pm, Monday to Friday, all year round. The childminder provides government funded early years places. She has an early years qualification at level 3.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children and evaluated the impact on the children's learning.
- The inspector sampled a range of key documentation, including insurance and training certificates.
- The inspector and the childminder carried out a joint observation and discussed the impact of teaching on the children's learning.
- Parents shared their views on the childminder with the inspector. The inspector took account of their views.

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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