

Childminder report

Inspection date: 20 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder has a clear curriculum to support children's learning effectively. She has high expectations for children's development and progress. Overall, she provides effective teaching to children. The childminder recognises and supports any gaps in children's learning successfully. This helps children to catch up quickly.

Children develop their confidence extremely well. They form highly positive relationships with the childminder and her main assistant, who are warm, caring and attentive. Children feel exceptionally comfortable and content. The main play space is welcoming and helps children develop a very strong sense of belonging. For instance, photographs of the children are on display. Children engage in activities with high levels of curiosity. Older children demonstrated this when they explored flowers frozen in ice. Children develop their large and small physical skills extremely well. Children strengthen their fingers as they use dough. They develop their balance and coordination during yoga and dance. They build their muscles and stamina through daily walks.

Children gain a broad range of skills ready for their future learning. They develop exceptional independence from an early age. For example, toddlers learn to clean their own noses and show a great awareness of what is expected, such as cleaning their hands afterwards.

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

- The childminder monitors children's learning closely. She shares this information consistently with her assistants and with parents. This ensures that all relevant parties know what children need to learn next. The effective communication promotes continuity in supporting children's learning and development.
- The quality of education is consistently strong, overall. The childminder's curriculum is successful in supporting children to become ready for their future learning. Children make good progress, and some make even better progress in their development. Sometimes, the childminder and her main assistant step in too quickly in their keenness to support children's knowledge and skills. At times, this does not give children enough time to explore for themselves or to think and respond to questions.
- The childminder and her main assistant use the knowledge gained from training very well. For example, training about supporting children's emotions and behaviour helps them to implement highly effective support. This enables children to learn how to manage their emotions and feelings, including safe ways to express these. For instance, young children use soft cushions with facial expressions that reflect feelings and emotions. The childminder and her assistant model kindness and respect to children exceptionally well. They guide children

skilfully in understanding acceptable behaviour. In addition, they provide meaningful advice and support to parents, which helps to support children very consistently between home and the setting.

- Children enjoy a broad range of varied experiences, including activities and outings. This helps children gain knowledge about their local community and different people. Children have access to a wide range of resources in the main play space. However, due to the number of resources out, children cannot always easily extend their play, to enhance their own learning further.
- Partnerships with parents are very strong. The childminder provides information and support to parents, to promote children's ongoing learning. Children take books home to read and the childminder works with parents to encourage children's healthy eating and dental health. Parents praise the care of their children highly. Older children's feedback shows that they are very happy to spend time at the childminder's setting.
- Children develop excellent self-care and independence skills. Older children develop their sense of responsibility extremely well. They show this when they enthusiastically help to tidy up after activities. Children help with the lunch preparations, with even the youngest children encouraged to put food onto their plate. Children continually use the knowledge and skills they gain through learning activities during daily routines. For instance, older children used children's knives safely and skilfully to cut up fruit. They used their knowledge of numbers and counting to identify how many pieces of fruit they had, before eating these.
- The childminder supports her assistants very well. She provides them with supervision meetings and annual appraisals. These help to identify targets to improve her assistants' practice and skills. The childminder and her assistants complete continuous professional development. The training is very well chosen to help them support children's needs, for example to support children's dental health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her main assistant have a very good awareness of their responsibilities to protect children from potential harm and abuse. They are knowledgeable about possible indicators that would raise their concerns about children or other adults working or living on the premises. They know how to address any concerns that may arise, including making referrals to appropriate agencies. The childminder promotes children's good health, such as through well-established hygiene measures. She ensures children are cared for in a safe environment. For instance, the childminder uses safety equipment. She promotes children's understanding of how to keep themselves safe. For example, children learn about road safety during their daily walks.

What does the setting need to do to improve?

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

- review and reflect on the learning environment and make changes to provide children with more opportunities to build on their own play, to further enhance their own learning
- reflect on the time given to children to explore activities and answer questions, and allow them more time to think, consider and respond with their thoughts and ideas, to promote their learning further.

Setting details

Unique reference number	EY301123
Local authority	Hampshire
Inspection number	10108593
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	26 February 2015

Information about this early years setting

The childminder registered in 2005. She lives in Andover, Hampshire. The childminder offers her service Monday to Friday, from 8am to 5.15pm, all year round. She receives funding to provide early years education to children aged three and four. She works with a full-time assistant and also has two part-time assistants. The childminder and all of her assistants hold early years qualifications at level 3.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the areas of her home used for the care of children. She talked about her approach to supporting children's learning and the aims of her curriculum.
- Discussions were held with the childminder and her main assistant at appropriate times during the inspection.
- The childminder and the inspector discussed and evaluated an activity together.
- The inspector reviewed some written feedback from parents and older children about the childminder's service and spoke to an available parent on the day of the inspection to gather their views.
- The inspector interacted with children present at the inspection.

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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