

Childminder report

Inspection date: 25 October 2022

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 welcomed to a true home-from-home setting. The childminder and her co-childminder provide a structured daily routine that helps children feel like one of the family. Children and very young babies feel happy, safe and secure in the setting, which offers them access to a wide range of outdoor learning and woodland adventures. Children thoroughly enjoy being sung to while they have their nappies changed and tenderly stroke the childminder's hair while she cuddles and feeds them their bottles.

The childminder and her co-childminder have high expectations for the children in their care and support them well from an early age. For example, the childminder skilfully supports babies' early learning through sensory play and regular music and rhyme time. Young babies beam with delight as they bang percussion instruments and move their bodies to the rhythm of the songs in order to make the bells chime. Older children are supported to develop a more complex understanding of mathematics by counting down from five during action rhymes.

Children are eager to join in with the play and learning experiences available to them. Young babies squeal with excitement and push themselves past their comfort zone. They stretch, reach out and attempt to crawl in order to reach their favourite sensory resources, which have been skilfully placed just outside of their reach by the childminder. This successfully encourages physical development.

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

- The childminder and her co-childminder tailor the curriculum to meet the needs of the children they care for. Young babies' and children's care routines are carefully planned for. For example, the childminder sets regular reminders and notification as prompts for tasks, such as nappy changes and medication for babies. This helps to ensure that the children's needs are met at all times, including when on outings.
- The childminder and co-childminder are clear on their intent for the prime areas of learning, with a strong focus on communication and language. The childminder uses clear, fluent vocabulary to help children hear and learn new words. For example, she introduces the word 'Rangoli' to children and explains to them some of the other traditions associated with the Hindu festival of Diwali.
- Children's behaviour is good. They benefit from seeing the childminder role model good manners, patience and active listening skills. Older children are supported to help young babies take part in games and activities. For example, when older children are asked to kick the ball gently to the babies, they do so with great care.
- Children develop a greater understanding of the world around them. The

childminder teaches children about different cultures and religions and celebrates festivals. This helps to prepare them for life in modern Britain.

- The childminder encourages children to make healthy choices and learn to develop a healthy lifestyle. For example, children discuss the benefits of having fruit in their lunch boxes and going for woodland walks in the nearby nature reserve.
- Parents are happy with the care and learning provided and share their examples of effective parent partnership. For example, the childminder supports parents with transitioning young babies onto solid and finger foods. First-time parents and/or carers praise the creative and fun ideas that the childminder shares with them for home learning.
- The childminder's good knowledge and understanding of children's prior experiences allow her to plan for them before they start at the setting. This helps children settle quickly and develop strong, trusting relationships with the childminder and her co-childminder. During the COVID-19 pandemic, the childminder completed a range of online training courses and sourced materials to support the organisation and management of her service. The training has helped to strengthen her knowledge about, for example, safeguarding issues in her local area. However, the childminder has implemented new management tools without adapting them to suit her specific provision. As a result, she was not aware that some important information was not being obtained from parents. This has since been remedied and did not impact on the safety or well-being of any child.
- The childminder and co-childminder work with other professionals to support children's transitions to school. For example, the childminder shares transition reports with primary schools and has professional discussions about support strategies for children who speak English as an additional language. She also completes two-year progress reviews for parents to share with their health visitors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children well at all times. There are robust systems in place for monitoring children's attendance. The childminder has a secure understanding of safeguarding responsibilities, including the 'Prevent' duty guidance. She ensures that all aspects of her provision and the activities children take part in are fully risk assessed. This helps to keep children safe from harm. The childminder fully understands her responsibility to protect the welfare of children, including promoting their well-being. She is aware of child protection procedures that align to those of the local safeguarding children's partnership.

What does the setting need to do to improve?

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

- evaluate information and guidance obtained from support services and training providers, to improve organisation and ensure learning has a positive impact on improving practice.

Setting details

Unique reference number	EY303824
Local authority	Hampshire
Inspection number	10234915
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 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	1 March 2017

Information about this early years setting

The childminder registered in 2006. She lives in Aldershot, Hampshire. The childminder works with her husband as a co-childminder. She operates from Monday to Friday, between 7.30am and 7.30pm, all year round. The childminder holds a childcare qualification at level 3. The childminder is eligible to receive funding for children aged two, three, four years, but no children present are in receipt of funding at the time of inspection.

Information about this inspection

Inspector

Leanne Merritt

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting, and these were taken into account.
- The childminder provided the inspector with key documentation on request, which was scrutinised for ongoing suitability.

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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