

Childminder report

Inspection date: 20 February 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 the childminder's welcoming home. They have formed secure relationships with the childminder and each other. Children initiate conversation and excitedly recall memories. For example, they talk about family members and trips to different countries, which they relate to different animals and climates. They learn about their community through visits to the local park, supermarket, and duck pond. Children are developing positive attitudes to learning and are further expanding their knowledge of the world.

Children confidently initiate ideas for activities and have good opportunities to develop their literacy skills. They enjoy listening to familiar stories, repeat phrases and imitate new words that the childminder has introduced them to. For instance, children excitedly shout, 'It's not fair!' at key points during story time and experiment with vocabulary linked to wild animals and outer space.

Children enjoy their time outdoors. They develop good physical skills, skilfully manoeuvre ride-on vehicles and negotiate the climbing frame steps, tunnel and slide. The childminder provides a rich variety of resources and activities to inspire children's natural curiosity. For example, children explore the sand tray and look for buried treasure. They develop an understanding of mathematical concepts when filling containers with water and counting objects in the sand.

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

- The childminder knows children well. She has a good understanding of what she intends children to learn. This is because she gains information from parents to determine children's starting points when they begin attending. The childminder regularly assesses what children know and can do, and plans activities based on their interests. For example, children initiate conversations about outer space and the childminder incorporates this theme into their learning. Children make rocket ships and sing songs about the moon. This helps them learn about the world around them.
- The childminder provides good opportunities for children to be independent learners to help prepare them for school. During the inspection, children determinedly put on the wet-weather clothes the childminder provides. The childminder encourages children to wash and dry their own hands, and to wipe their nose with a tissue and put it in a bin. Children independently choose activities and resources to use. This empowers children and creates resilience and a positive attitude to learning.
- The childminder ensures that children learn how to keep themselves healthy. During snack time, children enjoy eating and talking about a variety of healthy foods, such as raspberries, strawberries, and blueberries. The childminder

provides opportunities for children to develop good physical skills. For example, children experiment with different ways of moving their bodies during a movement and music activity.

- Children are confident communicators. The childminder supports their developing communication and language skills by engaging them in regular conversation and immersing herself in their play. For example, children confidently ask the childminder what she would like for dinner and re-enact birthday celebrations. This ensures that children feel important and valued.
- Parent partnership is strong. The childminder regularly updates parents on children's progress and next steps in learning. Parents praise the childminder highly. They comment that children 'thrive under her care' and that she provides 'clear communication'. The childminder provides home-learning ideas for parents to complement children's learning at the setting. This ensures continuity for children.
- The childminder provides an ambitious curriculum. She supports children's learning through interesting and exciting activities that are based on their interests. However, the childminder does not provide children with a wide range of opportunities that encourage them to develop their mark-making and creative skills.
- The childminder has taken on board the recommendation from her previous inspection and has improved in this area. She ensures that she further extends activities to fully challenge children's thinking and enable them to try out new ideas. For example, children learn problem-solving concepts while using tubes and guttering to make a ball run. The childminder regularly evaluates her practice and strives for improvement. For instance, parents are encouraged to complete questionnaires to suggest areas for improvement. The childminder acts well on these suggestions to improve her future practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse and the procedures to follow if she is concerned for a child's safety. She knows how to respond if an allegation were to be made about her or a member of the household. The childminder keeps her knowledge of safeguarding up to date through regular training. Her home is safe and secure. She checks the indoor and outdoor environments daily to minimise risks and to ensure that children can play safely.

What does the setting need to do to improve?

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

- improve opportunities for children to develop their mark-making and creative skills.

Setting details

Unique reference number	EY305874
Local authority	Hampshire
Inspection number	10263778
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 2005. She lives in Ashley, New Milton. The childminder receives funding for the provision of free early years education. She holds a level 3 early years qualification. The childminder works with one assistant when required.

Information about this inspection

Inspector

Loretta Murphy

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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of care and education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector and the childminder completed a joint observation of a group activity together.

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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