

Childminder report

Inspection date: 25 June 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

Children thoroughly enjoy attending this home-from-home setting. They develop strong bonds and relationships with the childminder and their friends. This helps them to feel safe and secure. The childminder knows children well and provides them with a varied curriculum to support their stages of development and learning. She is attentive and reads their cues well. For example, she understands when children start to become frustrated in certain circumstances and quickly provides the support they need to understand and manage their feelings and emotions. Children behave well with the childminder. She role models and reinforces positive behaviour through praise and encouragement.

The childminder wants all children to achieve well. Her strong focus on supporting children's personal, emotional and language development helps them to make good progress in all areas of their learning and development. Children are taught to develop a love for outdoors and nature. The childminder skilfully teaches children to learn about how to keep themselves safe as they take part in positive, risk-taking play. This helps to build their growing independence skills. Children enjoy learning about other faiths and cultures through purposefully planned activities throughout the year. For example, children enjoy visiting oriental supermarkets to buy food to cook and eat to celebrate Chinese New Year.

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

- The childminder has a very strong understanding of how she can support children's communication and language. This is evident as she introduces new words to children's play and takes the time to explain the meaning of words that they have not heard before. She talks to them constantly, explaining what she is doing and why. This helps children to understand the meaning of words.
- The childminder has a secure understanding of how children learn and develop. She monitors children's progress and knows what they need to learn next. However, the childminder does not always know what she wants children to learn from activities precisely enough to fully support children and ensure that they are provided with meaningful learning. As such, children do not consistently remain engaged in activities for any significant length of time. After showing initial curiosity and enthusiasm for resources, children quickly lose interest and move on. This does not fully support their attention skills or develop their growing concentration levels.
- Children behave well, overall. They listen carefully and follow the clear, consistent instructions from the childminder. Children understand what is expected of their behaviour and the routines of the setting. For instance, children know that they need to sit down to eat, put on their sun hats before going outside and stop to look out for cars before crossing the roads. Older

children show great levels of patience and kindness to younger children at the setting.

- Children learn to understand the benefits of making healthy choices and being active. The childminder talks to children about healthy foods, reminds them to drink regularly, and they spend time every day outdoors. Children enjoy practising their coordination and physical development in the large outdoor space. The childminder teaches children to do things for themselves. She encourages them to wash their hands, pour their own drinks of water and put on and take off their shoes. This supports children's growing self-care and independence skills.
- The childminder broadens children's experiences with regular trips into the local community. This helps them understand their local surroundings. For example, children enjoy regular outings to the local airport. This helps support children's understanding of different forms of transport, science and technology and develops their understanding of the world around them.
- Parents appreciate the wide variety of educational experiences that the childminder provides for their children. They are able to share examples of how the childminder has helped their children reach developmental milestones such as growing social and communication skills. The childminder provides parents with daily feedback on children's activities and progress. However, systems in place for sharing ideas with parents to support their child's learning at home are not as effective. This impacts on partnership working with parents.
- The childminder has systems in place for identifying children who may require additional support with their learning and works with parents to help them understand this. This includes completing the progress checks for children between the ages of two and three years.
- The childminder understands her responsibilities to keep children safe and is committed to improving her own professional development. She has taken steps to meet the actions set at the last visit. This includes completing safeguarding training and refreshing her paediatric first-aid knowledge.

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:

- enhance the planning for adult-led activities, ensuring that the level of challenge meets the needs of children and helps them to engage fully in their learning
- extend two-way communication and information-sharing with parents to help

them to continue children's learning at home.

Setting details

Unique reference number	EY308084
Local authority	Hampshire
Inspection number	10353584
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	10
Date of previous inspection	22 September 2022

Information about this early years setting

The childminder registered in 2005. She lives in Rotherwick, Hampshire. She provides care from 7.30am to 5.45pm, from Monday to Friday, all year round. The childminder holds an appropriate childcare qualification at level 3. She provides funded hours for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leanne Merritt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are 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 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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