

Childminder report

Inspection date: 1 March 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 at the setting. They enjoy playing with the selection of activities that are on offer, which are based on their interests. For example, children pretend they are builders, wearing hard hats and using their toolbox to fix things. Children feel safe and secure to share their thoughts and opinions with the childminder. They talk about their favourite colours as they participate in colouring activities. The childminder is inclusive in her approach and gently encourages children's early understanding of stereotypes. For instance, when children suggest that boys and girls like different colours based on their gender, she helps them to think about whether this is really true.

Children are encouraged to become independent. They confidently select books of their choice to read with the childminder and put their coats and shoes on when it is garden time. Additionally, children are polite and kind to one another and behave well. They also learn how to treat and respect the family pet dog.

Children are learning to develop healthy and active lifestyles. They learn the importance of good routines and hygiene from an early age. Outdoors, they have fun playing stop-and-go games as they ride along on tricycles. The childminder takes children on outings daily, for example to local parks and playgroups, and encourages them to be active in the fresh air. Children benefit from healthy snacks. They choose and enjoy trying new fruits, peeling them and using knives to cut them into slices with confidence and skill.

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

- The childminder is knowledgeable about how she plans to support children's development and uses good teaching skills to help promote children's learning. For example, the childminder is skilful in how she asks children questions, encouraging them to share their ideas to develop their critical-thinking skills. Overall, there are good levels of challenge. The childminder uses any additional funding to purchase new resources to support children's individual needs. All children make good progress from when they first start.
- The childminder gathers information from parents during settling-in sessions to determine their child's starting points. She uses observations and carries out progress checks to establish what children know and can do. The childminder plans children's next steps in learning. However, the next steps she identifies are sometimes too broad and general and do not focus precisely enough on the skills and knowledge she wants children to gain. This does not fully maximise children's learning.
- Children's communication and language development is promoted well. The childminder holds conversations with children during their play. She introduces

new words, such as 'full' and 'half full', to extend their vocabulary. The childminder gives children time to respond and does not rush them or interrupt their thinking process. This helps children, including those with speech delay, to develop as confident communicators.

- Children have plenty of opportunities to develop their small-muscle skills. For example, they mark make as they use chunky chinks to draw faces on the paving slabs in the garden. Children talk about the features of the face and tell the childminder what is missing, such as 'two eyes' and 'a happy mouth'.
- Children learn to behave well. The childminder uses purposeful praise and encouragement for children to use manners and play cooperatively. Children take turns and share resources. However, at times, the childminder does not consistently support children to understand the impact of their behaviour on others, to help them begin to develop a sense of right and wrong.
- Parents speak highly of the childminder. They comment on the enjoyable activities the childminder offers, such as jumping in puddles and looking at diggers. The childminder shares information about children's development, and parents appreciate the support and advice she provides.
- The childminder reflects on her practice well and meets with other childminders to share best practice. She engages in professional development opportunities that have a positive impact on children who attend. For instance, recent training covering schemas has helped her to have a deeper understanding of the different ways that children learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibilities in keeping children safe from harm. She knows what to do and who to approach if she has a concern about a child or an adult, including allegations made against herself or any member of her household. The childminder has kept up to date with her safeguarding training. She has good knowledge of all aspects of safeguarding, including radicalisation and female genital mutilation. The childminder demonstrates an understanding of all legal requirements, such as her duty to inform Ofsted of any changes. She ensures that any potential risks identified are minimised and dealt with swiftly.

What does the setting need to do to improve?

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

- identify the skills and knowledge children are ready to learn next more precisely, to maximise their learning
- strengthen the support for children to talk about their feelings and understand the impact of their actions on others.

Setting details

Unique reference number	EY318242
Local authority	Hampshire
Inspection number	10263576
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	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 May 2017

Information about this early years setting

The childminder registered in 2005 and lives in Aldershot, Hampshire. She operates all year round from 7am to 6pm, Monday to Thursday, except for family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Shona Allerton

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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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