

Childminder report

Inspection date: 10 January 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 arrive enthusiastic for the day ahead. They separate from parents and carers happily and hang their coats and bags on their pegs. They are excited to see their friends and start playing. They get busy scooping cereal hoops into pots. They count the hoops with the childminder and recognise the corresponding number written down. Children concentrate intently on threading the hoops onto pipe cleaners, practising fine motor skills and coordination. They are making good progress with an inspiring curriculum.

The childminder has high expectations for every child in all areas of their development. Children's behaviour is exemplary. They listen to the childminder, tidy away their toys and share with each other. Children feel safe and secure in the childminder's home, and it is evident that they have a lot of fun and enjoyment while there. They lovingly help the childminder care for her two dogs, taking them for walks and petting them gently.

Children enjoy learning about their similarities and differences. They celebrate festivals that are unique to them in the childminder's home with their friends. They proudly talk about their homes, siblings, pets and holidays, comparing and contrasting with each other and the childminder.

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

- The childminder continuously enhances her professional development. For example, she recently completed a course about how boys and girls learn. She ensures that her provision is inclusive and toys are not gender specific, which supports children to play freely.
- The childminder accurately evaluates her own practice and provision. For example, she identifies strengths and weaknesses of her teaching skills. She works closely with another childminder to share practice and ideas for improvements. This reflective practice ensures she continues to analyse how she enhances children's learning through her own skills and interaction.
- The childminder networks with other settings that children attend to establish effective partnerships. For example, she gathers information about children's development through a questionnaire that other settings complete. The childminder consistently shares information with other settings to promote children's learning.
- Parents speak highly of the childminder and her provision. They are kept up to date with their child's learning. For example, parents know what their child's next steps are. Parents work in partnership with the childminder to support their child's learning.
- Children make lots of choices while at the childminder's home. They choose

what they would like to play with and where. For example, they choose which games to play with the childminder. This helps children to gain confidence in making decisions about their own learning and play.

- Children learn about nature in the world around them. For example, they make bird feeders to hang on the tree outside. They talk to the childminder about birds, trees and winter. This supports them to connect with the natural world.
- The childminder plans a range of activities to support children's experience of the wider world. For example, they visit local parks as well as taking trips further afield, such as to the New Forest and the seaside. This supports all children to expand their knowledge of the country they live in.
- The childminder uses children's interests to inform planning. For example, when children were interested in campfires, they collected sticks on walks and brought them back to the garden to make one of their own. They learn through imaginative play and first-hand experiences.
- The childminder has secure knowledge on how to support children with special educational needs and/or disabilities. For example, she uses specific strategies to support children with speech and language delay. Any gaps in children's development and learning are closed rapidly.
- Overall, the childminder promotes children's communication and language well. For example, she models language through repetition and narration. She includes mathematical and descriptive language. However, occasionally, she does not identify opportunities to maximise descriptive language and introduce an even richer and more varied vocabulary to children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has measures in place to ensure children stay safe within her home. For example, there are child locks fitted to cupboards and a fire blanket in the kitchen. Visitors are not permitted to use mobile phones in the home, and they are required to sign in and out. The childminder has secure knowledge on how to keep children safe. She knows how to identify signs that could indicate a child is at risk. She understands how to contact the local authority to raise concerns. She has knowledge on a broad range of safeguarding topics that support her to promote children's safety.

What does the setting need to do to improve?

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

- extend children's language development even further by making more use of opportunities to include a rich and diverse vocabulary during conversations.

Setting details

Unique reference number	EY319073
Local authority	Hampshire
Inspection number	10234985
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 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	14 March 2017

Information about this early years setting

The childminder registered in 2005. She lives in Blackwater, near Camberley, Surrey. The childminder provides care Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder holds an early years qualification at level 3. The childminder receives funding for the provision of free early education to children aged three and four years.

Information about this inspection

Inspector
Nicole Odell

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 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 curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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