

Childminder report

Inspection date: 20 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 arrive happy and are warmly welcomed into the home-from-home environment. The childminder and her assistant develop strong attachments with the children, who frequently go to them for cuddles and comfort. This helps to support children's emotional well-being.

The childminder promotes children's positive attitudes to learning. She encourages them to care for things. For example, children enjoy looking at the seeds they have planted and talk about how they are helping them grow. Furthermore, children measure how tall each stem is and compare whose is the tallest and smallest. This encourages children's understanding of the natural world and supports their mathematical development.

The childminder plans a range of experiences and outings that are based on children's needs and interests. For instance, she takes them to local groups to support their social skills. In addition, the childminder takes the children to places of interest such as, the forest, local gardens and on boat trips. This supports children's learning and development.

The childminder has a high expectation for children's behaviour. She and her assistant are good role models and provide a nurturing environment. They are calm and patient and sensitively reinforce positive behaviour. For example, they help the children learn how to share and take turns. Furthermore, they encourage children to be considerate of their friends and show kindness towards each other. This supports children to behave well.

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

- The experienced and enthusiastic childminder is passionate about her role. She provides the children with a well-sequenced curriculum that helps to prepare them for their next stage of learning, including their eventual move on to school. For instance, she uses the daily walk to school to familiarise all children with the school environment. The childminder and her assistant know the children well. They work closely together to help children make good progress. She knows how to seek support from other professionals, if needed, for children with special educational needs and/or disabilities.
- The childminder supports her assistant by modelling good practice. The assistant helps to settle children and families and is calm and patient in his approach. The childminder ensures her assistant completes mandatory training, such as paediatric first aid. However, she does not consistently support him to access professional development opportunities to help build on and strengthen his teaching practice. This does not support his ongoing development.

- The childminder helps children to understand the importance of developing a healthy lifestyle. For example, she encourages children to drink water frequently to keep them hydrated. The childminder provides children with nutritious snacks and meals, which they thoroughly enjoy. She teaches the children about how food grows. For instance, she skilfully extends children's interest in growing food by using the vegetables in their meals.
- Children spend lots of time outdoors. They play in the childminder's garden and have regular visits to places such as, local parks and the beach. The childminder helps children explore and make sense of nature. For example, when on a walk they talk about the plants and insects that they see. The childminder uses these opportunities to recall children's learning with them. For instance, they look at blackberry bushes and talk about how they picked blackberries and made jam. Children demonstrate a genuine fascination with nature in natural environments.
- The childminder teaches children to develop an understanding of how they can keep themselves safe. For example, when walking to school she helps them to identify challenges, such as stinging nettles. Furthermore, the childminder teaches children about road safety. For example, they learn to 'look and listen' for cars when they cross the road.
- The childminder supports children's communication and language development well. For instance, she talks to the children, modelling vocabulary and asking questions to promote conversation. The childminder and assistant provide activities throughout the day to support children's language development, such as singing nursery rhymes and sharing and discussing familiar stories. Children make good progress with their language skills and, over time, develop into confident communicators.
- The childminder has extremely good relationships with parents. She uses a variety of ways to share information with them about their children's day and ongoing development. The childminder shares ideas for how to support children's continued learning at home. She works closely with parents and other setting's children attend. This helps to support consistency in children's learning and development.

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 support for the assistant to further develop their knowledge and understanding of how children learn.

Setting details

Unique reference number	EY330158
Local authority	Hampshire
Inspection number	10350959
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2006. She lives in Romsey, Hampshire. She is open from 7.30am till 6pm Tuesday to Friday, all year round. Some days the childminder works with an assistant. They take and collect children to and from Cupernham Infant and Junior School. The childminder and her assistant provide funded early education for two-, three- and four-year-old children. The childminder has a relevant level 3 early years qualification.

Information about this inspection

Inspector

Nicole Atkinson

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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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, assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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