

Childminder report

Inspection date: 3 August 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and happy in the childminder's home. For instance, they quickly settle and explore the environment that has been specifically designed to meet their needs. Children freely and confidently explore their environment as the childminder skilfully supports their learning through play. They confidently share their thoughts and ideas with the childminder and their friends.

Children behave very well and have a clear understanding of what is expected of them. For example, during a change of activity, children instinctively know the routine. They happily tidy away their resources and independently wash their hands ready to eat. Children are eager to help carry items to the table in the garden. Relationships reflect a positive and respectful culture.

Children make good progress across the seven areas of learning. The childminder has high expectations for all children, including those with special educational needs and/or disabilities. For instance, the childminder completes regular training to ensure that her knowledge is kept up to date to enable her to provide appropriate support when needed. This ensures that children make continued progress from their starting points and any gaps in learning are quickly identified.

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

- The childminder knows her children well. She effectively plans activities that include the children's current interests and build on their prior knowledge. For example, children learn about sea creatures and the environment. The childminder introduces new language such as 'habitats' and 'pollution' as they learn about jellyfish that live in the ocean. The children concentrate and engage as they explore the ways in which jellyfish move and float. They are eager to share their ideas as they contribute to discussions. Children have positive attitudes to their learning.
- Children benefit from being able to access the outdoors daily. For instance, they freely explore and lead their own learning as they construct rivers and homes for animals to live in. Children explain that plastic floats as they experiment with different resources and water. They develop good control and coordination skills that ensure that they are ready for their next stage of learning.
- The childminder provides children with home-grown healthy food at mealtimes. For example, children help to grow fruit and vegetables at the childminder's home, such as beetroot, potatoes and tomatoes. They learn how to care for their environment and are developing a good understanding of how to lead a healthy lifestyle. This supports them well to develop good physical and emotional health.
- Parent partnerships are a strength of the childminder. She regularly shares

information with parents about their children's learning and development. For instance, parents share positive feedback about 'excellent communication' and her 'consistent approach'. This ensures that parents feel valued and involved in their children's learning. This impacts positively on children's learning between home and the childminder.

- The childminder has developed secure attachments with the children in her care. For example, children routinely invite her into their play. They have developed positive relationships with their friends. However, the childminder needs to strengthen her teaching to develop children's understanding and appreciation of diversity to enable her to effectively promote respect for different people and cultures to prepare them for life in modern Britain.
- The childminder is passionate about providing high-quality education and care to the children that she cares for. For example, she continually improves her professional knowledge through regular training to ensure that her practice remains up to date. However, the childminder needs to build relationships with other settings that children attend, to ensure continuity of care and education to enable her to provide the best outcomes possible.
- The childminder is supported by an assistant. Parents speak highly of the impact that he has on the setting. For instance, they comment on the close bonds that he has developed with the children through their love of sharing stories. Children develop close relationships that impact positively on their development of character.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect children in her care from harm. She is confident in recognising the signs that a child may be suffering abuse. She can confidently talk about a range of safeguarding issues, including wider concerns such as preventing radicalisation and female genital mutilation. She has a good understanding of referral pathways if she was concerned about a child in her care. She fully understands what she would need to do if an allegation was made against a member of her household. The childminder attends regular training to ensure that her knowledge is kept up to date.

What does the setting need to do to improve?

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

- build relationships with other settings that children attend, to support continuity of care
- improve teaching to incorporate different cultures and faiths to strengthen children's understanding of the wider world.

Setting details

Unique reference number	EY335955
Local authority	Hampshire
Inspection number	10136472
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 8
Total number of places	9
Number of children on roll	7
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in Wickham, Hampshire. She operates Monday to Friday, from 7.30am to 6.30pm, for most of the year. The childminder receives funding for the provision of free education for children aged two, three and four years. She holds a relevant early years qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Nicky Webb

Inspection activities

- This was the first routine inspection the provider 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 to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.

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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