

# Childminder report

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Inspection date: 17 April 2024

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children thoroughly enjoy the time spent with the childminder. They demonstrate clearly that they feel happy, safe and emotionally secure in her care. For example, they chat with her enthusiastically and show confidence in their play. Children behave very well and are respectful to their friends, their toys and resources. The childminder demonstrates confidence as she speaks about children's interests and developmental progress. She knows all children very well. She has a good understanding of their individual needs. All children show readiness for the next stages of their learning.

The childminder offers stimulating and exciting experiences for children. This includes a range of outings to a local farm, garden centre, woods and parks. The childminder plans her curriculum effectively. She places a high importance on promoting school readiness for those children who will be moving on shortly so that they can transition as confidently as possible. The childminder includes themes for learning that children enjoy. She is confident in how she adapts activities so children of all ages can join in. For example, during an activity with moulding dough, older children demonstrate their skills using tools such as scissors and cutters, while others are given more support to learn this. Younger children learn the concept of rolling the dough. All children are encouraged consistently to share resources and be kind to one another. Children show interest in what their friends are making and doing.

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

- The childminder has a good knowledge of her role and responsibilities. She demonstrates an effective awareness of how to protect children in her care. She is keen to continually improve her practice and the outcomes for children. For example, the childminder regularly uses training and research opportunities to give her further inspiration for learning ideas and to support parents with children's school readiness.
- Partnerships are well established. Parents receive regular information about children's achievements and for example, are given ideas for home learning. This includes support for children speaking English as an additional language and for children in receipt of additional help for speech and language. The childminder is proactive in following the guidelines and advice of other professionals working with children attending her setting.
- Parents are positive about the care that their children receive. They state that their children benefit from lots of exciting and stimulating experiences and they are kept regularly informed about their child's progress.
- The childminder plans well. She offers children lots of encouragement so they are interested to take part in activities. For example, excited children are keen to

make 'potions' during an activity that is designed to support children's small muscle movement and coordination. The childminder warmly supports children to use pipettes to transfer different coloured water between jars and pots. They learn to use and understand the term 'squeeze'. Older children gain from meaningful experiences that help them understand the idea of full and empty when comparing liquid levels. All children are enthusiastic to predict what colour will be made when mixing two different colours.

- The childminder motivates children to learn new things. For instance, children show interest in a topic about life cycles. They use their magnifying glasses to see caterpillars up close. Through discussions the childminder helps children to understand that in time, the caterpillar will be a chrysalis and will emerge as a butterfly.
- Overall, the childminder promotes children's language well. She helps children to be interested in stories and other forms of literature. For example, she plans an activity that uses props to help children recall stories, such as 'The Very Hungry Caterpillar'. Children of all ages show engagement. They recall some of the things the caterpillar had eaten and agree that they too like watermelon. However, at times the childminder does not fully extend older children's understanding of stories. For example, she does not always recognise opportunities for further discussion and sharing of ideas.
- The childminder is consistent in the messages that she provides. Children show that they understand her expectations and demonstrate an awareness of the feelings of others. Children are keen to take part in planned activities. They listen well. Children know the importance of tidying up. For instance, they help to pack away the previous activity before moving on to the next. They are willing to help. For example, children help to sharpen pencils during a drawing activity.
- Children develop an understanding about healthy lifestyles. They know and follow hygiene routines, such as washing hands prior to eating. Meal times are sociable occasions, where children show respect to each other as they engage in conversation. Children know the importance of physical exercise and thoroughly enjoy dancing to music playing on the smart speaker.

## 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:**

- strengthen skills in further supporting older children's language and comprehension.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY345014                                                                          |
| <b>Local authority</b>                             | Hampshire                                                                         |
| <b>Inspection number</b>                           | 10335243                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 8 June 2018                                                                       |

## Information about this early years setting

The childminder registered in 2007. She lives in Blackwater in Hampshire. The childminder works Monday to Thursday from 7am to 5pm, throughout the year. The childminder receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Aileen Finan

### 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 childminder.
- The childminder spoke with the inspector about how she plans her curriculum and how she supports children's transitions to school.
- A joint observation was completed. The childminder explained her aims for the activity.
- The inspector observed the childminder interacting with children.
- The inspector spoke with children and read feedback from parents.

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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