

Childminder report

Inspection date: 26 April 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 demonstrate they feel secure in the childminder's care. They readily approach her for cuddles and comfort, and to share their discoveries. Children are excited and motivated as they explore and learn. They enjoy playing indoors and outdoors, freely choosing what to play with. Younger children enjoy the challenge of climbing over the doorstep, showing persistence as they keep on trying. They beam with delight as they climb over, unaided. Older children transport water carefully from tray to bowl. They are curious about how water is collected in the water butt. Children listen attentively to what the childminder says and show positive attitudes to their learning.

Older children are kind and caring towards younger children. For instance, they help them to reach toys from the toy basket. Children benefit from plenty of warm praise and encouragement from the childminder. She supports their emotional well-being effectively. Children are learning to manage their own feelings and behaviour. The childminder supports them to consider their choices and encourages positive attitudes to their play, each other and their learning. Children learn a good variety of skills to support them to move on to the next stage in their education.

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

- The childminder shows she has a good understanding of how children learn. She uses this knowledge to plan a curriculum that meets their individual needs. For example, she supports younger children to develop their physical skills to move confidently. Older children benefit from encouragement to develop into inquisitive and questioning learners.
- The childminder is a positive role model for children. They develop good manners, for instance, and learn how to share toys and take turns. Children play cooperatively together and show they are developing positive social skills.
- The childminder knows the children she cares for well. She builds on what they already know and can do. Using their interests, she plans activities and provides resources for them to support their play. This motivates them to engage in their learning.
- Children benefit from many opportunities that support their communication skills. For example, the childminder introduces them to new words. She teaches children that straps on clothes are called 'braces', and that 'laces' are on shoes. The childminder helps children hear lots of different words as she talks to them about what they can see. They are highly excited to see the window cleaner, and learn about 'up' and 'down' as they watch. Children develop into confident communicators.
- Children have opportunities to meet others, such as through outings to the park.

They see different people and different places, helping them to develop an understanding of the wider world.

- The childminder builds positive partnerships with other settings that children attend. She complements what children learn at their pre-school. This supports high levels of continuity for children's care and learning.
- Children know what is expected of them. They find their own shoes, for instance, before going to play outdoors. Children learn about good hygiene routines, such as effective handwashing. The childminder makes daily routines fun and children are motivated to join in and try for themselves. This supports their independence skills.
- The childminder supports children's learning well. She teaches them as they play, such as counting stones and helping children notice different sizes. Children hear rhyme and enjoy sharing stories.
- The childminder is attentive to children's needs. Occasionally, however, she does not encourage children to solve problems for themselves. The childminder steps in with answers instead of encouraging them to think of solutions. This does not fully support children to be critical thinkers.
- The childminder is proactive in keeping her skills and knowledge current. She seeks out training opportunities, for example, that will benefit the children she cares for. For instance, the childminder has researched information about how children learn to speak. This helps her to precisely tune her teaching to their individual needs.
- Parents say their children are well cared for by the childminder. They comment that children come out 'with a smile on their face' at the end of the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to keep children safe and promote their well-being at all times. She knows what the signs and indicators of possible abuse are. The childminder understands the procedures to follow if she has any concerns about children's welfare. The childminder is aware of the actions to take if there is an allegation made against her or a member of her household. She ensures her setting is clean and tidy for children to play and learn in.

What does the setting need to do to improve?

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

- promote children's problem-solving skills further by giving them time to think and come up with their own ideas.

Setting details

Unique reference number	EY347176
Local authority	Hampshire
Inspection number	10280373
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 August 2017

Information about this early years setting

The childminder registered in 2007 and lives in Ringwood, Hampshire. She provides care for children Monday to Friday, from 8am to 6pm, throughout the year. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Emma Dean

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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact this was having on children's learning.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting with the inspector.

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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