

Childminder report

Inspection date: 25 October 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

The childminder provides a homely environment, where children feel content and settled. She comforts and supports the children, developing strong, caring relationships. Children are happy and show that they feel safe. For example, children confidently move between the two play areas in the childminder's home.

The childminder is a good role model and has high expectations for children's behaviour. She uses positive and purposeful praise and encouragement during children's routines and activities. For instance, she praises the children as they wash their hands when getting ready for mealtimes. Children develop a secure understanding of good manners and behaviour. For example, children hear clear instructions, and they learn to say please and thank you. This helps children to behave well.

Children develop healthy lifestyles. For instance, they go on daily walks to the woods, where they enjoy fresh air and exercise. The childminder supports the children to be independent learners. For example, children delight in trying to cut their own fruit at snack time. This has a positive impact on children's health and well-being.

The childminder uses her knowledge of the children's current interests to engage them in activities. For instance, she adds a range of small toy dinosaurs to a sensory activity. Children beam with smiles as they play with the dinosaurs and talk about the noises they make. This supports children to make good progress.

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

- The childminder has clear aims about what she wants the children to learn and, overall, plans an ambitious and stimulating curriculum. Children show deep concentration and engagement when taking part in activities. For example, children learn to thread small circles onto pipe cleaners and celebrate together as they achieve this. This supports children's learning and development.
- Children enjoy regular outings that broaden their experiences and knowledge. For instance, they visit the farm, library and local parks. This helps children to explore the wider community. However, the childminder gathers limited information about children's experiences and the opportunities they enjoy at home, to help inform her curriculum and maximise children's learning.
- The childminder prioritises children's speech and language skills well. This helps them to increase their vocabulary and become confident talkers. She talks to children as they play, and she models language in a way that encourages them to repeat and learn new words. For example, as children eat their snack, the childminder asks them if it is 'delicious'. She corrects children's mistakes to

ensure that they learn correct language use. The childminder gives the children praise and celebrates with them as they use the new words in conversation. This supports children to make good progress in their communication and language development.

- Overall, children develop good physical skills. They are eager to take part in a wide range of activities that support the development of their small-muscle skills, such as using pens to draw and form early marks. The childminder provides children with opportunities to develop physically outside, such as playing in the garden and visits to the local forest. However, she does not consistently consider opportunities for children to develop their large muscles and be physically active indoors. This could limit children's physical development.
- The childminder helps children to understand the concepts of mathematics throughout the day. She regularly uses numbers in play and encourages children to count. For instance, they talk about different shapes and how many shapes they can see. Children gain a good understanding of early mathematics.
- The childminder shows a good understanding of the importance of continually developing her knowledge and understanding of child development. For example, she completes regular online training. She has a desire to drive improvement in her practice to support children's individual needs.
- The childminder works in partnership with other professionals and settings that children attend. She seeks support from other professionals and services, such as speech and language therapists. This supports children's continual learning and development.
- The childminder works in partnership with parents and keeps them informed about their children's well-being each day. She shares children's learning and development with parents and provides ideas to support children's learning at home. Parents are positive about the childminder and the care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She regularly attends safeguarding training to remain updated about her role and relevant legislation. The childminder recognises the signs that may mean a child is at risk of harm. She is aware of the procedures to follow to make a referral about a child or adult. The childminder assesses and minimises risks effectively across her home. She teaches the children about safety, such as how to safely go up and down the stairs. The childminder completes risk assessments when they go out, to ensure the safety of children.

What does the setting need to do to improve?

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

- provide further opportunities for children's physical development, in order to fully promote their large-muscle skills
- develop a secure knowledge and understanding of children's experiences and opportunities at home and use this to enhance learning experiences for all children.

Setting details

Unique reference number	EY349001
Local authority	Hampshire
Inspection number	10305557
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 February 2018

Information about this early years setting

The childminder registered in 2007. She lives in Waterlooville, Hampshire. She holds an appropriate childcare qualification at level 3. The childminder operates Monday to Thursday, from 7.30am until 4.30pm, all year round, except for bank holidays and family holidays.

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 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 it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder 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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