

Childminder report

Inspection date: 11 July 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 plans a curriculum that helps children to develop confidence, independence and make choices in their play. She provides children with opportunities to socialise with others, and supports their communication and language skills well. She is confident to adapt play so that children of different ages can take part. Children show a keenness to play and learn. For example, children are excited to take part in craft activities that help them to be imaginative and which support their physical skills and coordination. Children confidently choose from easily accessible resources and express themselves through their creations. For instance, older children make a picture of 'mummy and daddy'. Younger children show intrigue as they explore the marks that they make with pens, pencils and chalk.

The childminder offers a range of outings away from the home. These include, music groups, play groups, walks and visits to the park to deepen children's wider interests across all areas of development. All children show readiness for their future learning. The childminder has a clear vision for her expectations for children's behaviour and attitudes. She warmly encourages children's participation. Children understand her expectation to help tidy up toys. Children are very well behaved. They are respectful to each other and show clearly that they feel happy, safe and emotionally secure.

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

- The childminder is keen to continually improve. For example, she updates her knowledge through regular training, such as safeguarding matters. She utilises professional training opportunities to build on her knowledge and skills that help promote children's learning and development. The childminder ensures all required documentation is in place. This includes the accurate recording of children's attendance.
- Children show that they are developing a love of books. Older children demonstrate how to carefully hold a book and turn the pages as they read to their younger friends. They imaginatively start by exclaiming 'Once upon a time', show the pictures, close the book, and comment 'The end' with confidence.
- The childminder's curriculum is planned well overall, in order to build on what children already know. For example, children are very keen to sing the songs they know from their music group. They join in with actions and act out stamping feet, clapping and stretching. Children respond well to familiar songs. They choose the ones they want to hear. The youngest of children are developing self-awareness and confidence to join in with actions, particularly for songs, such as 'Twinkle twinkle'.
- The childminder encourages children's understanding of numbers. Older children

show they can count using fingers and props during songs and rhymes. The childminder introduces the concept of adding and subtracting quantities to build on this knowledge. Likewise, when chalking, the childminder explains children draw straight lines. However, during play activities involving different types of fire engines and a range of bangles, the childminder is not as confident to encourage older children to explore further. For instance, by introducing more mathematical ideas, such as sorting and sequencing, to extend children's knowledge. As a result, the childminder does not consistently plan to extend children's early understanding of mathematical concepts, such as of quantities and spatial language to offer further rich opportunities.

- Children benefit from the childminder's policies that promote healthy lifestyles. The childminder encourages parents to provide nutritious meals that children enjoy. Children learn from an early age about good hygiene practices and the importance of rest and play.
- The childminder promotes children's positive behaviour well. Children build secure bonds together. They play alongside one another contentedly. For example, they share resources during role-play experiences, with older children making tea and toast and offering out strawberry ice cream. The childminder is proactive in how she models play so that children are keen to take part. Younger children respond well to her interactions, which result in warm dialogues about food in the play area. Younger children are confident to explain they have 'corn' and 'apple'.
- Parents are positive about the care children receive. They state that the childminder is caring and nurturing and their children are happy and developing well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of all aspects of safeguarding. She regularly updates this knowledge to ensure she is up to date with legislation. The childminder is confident in her understanding of how to protect the children in her care. For example, she knows the procedure to follow should an allegation be made against her or a member of her household. She is confident in knowing what to do if a child makes a disclosure to her. The childminder adheres to her policies and procedures relating to the use of phones and photographs.

What does the setting need to do to improve?

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

- extend opportunities for children to build on their understanding of mathematical language and concepts.

Setting details

Unique reference number	EY361651
Local authority	Hampshire
Inspection number	10289038
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2007. She lives in Aldershot, Hampshire. The childminder provides care Monday to Thursday, term time only, from 8am to 5pm.

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 provider.
- The childminder explained her curriculum. She discussed with the inspector how she plans for children's learning and how she works in partnership with parents.
- The inspector observed the childminder interacting with children. She spoke with children present.
- A joint observation took place. The childminder discussed her aims for the activity and evaluated this afterwards.
- Relevant documentation was sampled during the inspection. The inspector spoke with the childminder to assess her understanding of safeguarding matters.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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