

Childminder report

Inspection date: 12 March 2024

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 passionate childminder and her assistant provide children with a welcoming and happy environment. They have routines in place which the children are very familiar with. For example, children confidently self-register their name when they arrive in the morning. The childminder uses information that she gathers about children's development, such as from home visits, to help her establish children's starting points. She completes regular observations of the children and uses this information to plan her curriculum to help children make good progress.

Children have fun and thrive in a joyful atmosphere. They immerse themselves in play as soon as they arrive in the morning. For instance, children relish dressing up as doctors and checking their friends temperature with a toy thermometer. The childminder joins in with this play and talks to the children about their own experiences at the doctor's. She extends their learning by explaining that doctors use a 'stethoscope' to listen to our heart.

The childminder and assistant demonstrate a collaborative approach to help children understand what is expected of them in the setting. For instance, they use a sand timer, to help children to understand how long it will be until it is their turn to play with a favourite toy. Children have regular opportunities to care for living things. For example, they help feed and take care of the pet guinea pig and learn how to be gentle with the childminder's dogs. These real-life experiences help children to gain a better understanding of how to be kind to living things.

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

- The passionate childminder values children's achievements and praises their efforts. For example, younger children show good levels of perseverance when using magnetic shapes to build a tall tower. The childminder tells them, 'Well done' and 'You are so clever' as they proudly share their creations. This helps build their self-esteem, confidence and emotional resilience.
- The childminder models good communication and language skills. She consistently uses high-quality interactions and questioning, supporting children to make progress with their speech. Children enjoy singing familiar songs, such as 'If you're happy and you know it', which helps to embed language.
- The childminder and her assistant are reflective of their practice. They regularly meet to review children's progress and discuss what improvements they can make to the learning environment. The childminder organises professional development opportunities for herself and her assistant. For example, recent training has improved their knowledge of how 'loose parts' play can help to encourage children's creativity. However, supervision sessions are not highly effective at helping the assistant to fully understand the curriculum intent for

developing children's language and communications skills. For example, on occasion, she speaks very quickly and uses long and complex sentences with younger children.

- Children are developing a good awareness of the importance of keeping themselves healthy. They follow good hygiene practices and develop their independence and self-care skills. For instance, children wipe their own nose at the tissue station and know to wash their hands after. The childminder actively encourages healthy lunch boxes from home. She is aware of children's allergies and dietary requirements when serving snack and makes sure that these are adhered to.
- The childminder provides children with interesting activities that support their interests and what they need to learn next. Children engage well in their learning, showing strong concentration and focus. However, the curriculum to support mathematics is not as strong as other areas of learning. For example, they do not introduce mathematical language or concepts, such as size and capacity, to build on what children already know.
- Parents state that they feel well informed by the childminder. They receive daily updates and photos as well as verbal feedback when they collect their children. Parents are confident in the progress their children are making with the childminder.
- Additional funding is used appropriately by the childminder to further extend children's learning. For example, she uses funding to purchase resources to support children's understanding of emotions. The childminder recognises the importance of working with other professionals, such as speech and language therapists.
- Children learn about different festivals, which helps them develop an understanding of other cultures and what makes them unique. They enjoy a range of different activities, such as food tasting for Chinese New Year. This supports children to develop an understanding of the wider world.

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 the supervision of the assistant to further develop her understanding of the curriculum intent
- extend opportunities for children to develop their mathematical skills during play and daily routines.

Setting details

Unique reference number	EY363849
Local authority	Hampshire
Inspection number	10308233
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 5
Total number of places	12
Number of children on roll	15
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 2007 and lives in Blackwater, Hampshire. She operates Monday to Friday from 8.30am to 3pm, throughout most of the year. The childminder holds an early years qualification at level 3. She employs one permanent assistant on a full-time basis who holds an early years qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

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 provision.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has 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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