

Childminder report

Inspection date: 8 March 2022

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 love their time spent with the experienced childminder and her assistant. Their nurturing approach helps to create a loving and positive atmosphere, where children feel completely happy, safe and at ease. The childminder teaches children of all ages to show kindness and respect towards each other. Children share resources and negotiate well with their peers. They enjoy talking to each other and holding imaginative discussions. For example, emptying and filling containers with water sparks conversation about who has more and who has less. Children's imagination comes alive when they create 'chocolate cakes' in the mud kitchen. They run back and forth to add more water to the mud bowl as they mix and stir. This allows children to be expressive and supports their knowledge of how materials change with water.

Children are motivated and interested learners. They demonstrate high levels of curiosity. Children thoroughly enjoy exploring the carefully planned activities and play equipment available to them. The childminder and her assistant have high expectations of what children can achieve. They plan suitably challenging activities that are targeted towards children's individual learning needs. For instance, during the inspection, children enthusiastically took part in a 'shape hunt' around the setting. Children were confident to name shapes such as triangle and square. All children make good progress, including those with special educational needs and/or disabilities.

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

- The childminder provides a language-rich environment. She skilfully helps children to learn the correct pronunciation of words they find difficult, through repeating words back to them. The childminder extends children's vocabulary through the introduction of new words, such as 'germinate', when children are planting seeds. Occasionally, however, the childminder and her assistant do not give children enough time to respond when asking questions. Leaving longer time between questions would give children more chance to process what is being asked and allow them to use new vocabulary learned.
- Children are successfully developing an understanding of the importance of leading a healthy lifestyle. The childminder provides children with healthy and nutritious snacks and meals. Children enjoy daily outings with the childminder that inspire their love of the outdoors. This includes visits to the woods and to the local nature reserve. Children learn about the natural environment and how it changes throughout the four seasons.
- The childminder is passionate about her role and enjoys her work. She has attended some training to enhance her existing knowledge and is looking at ways to support her assistants. However, she has not focused the professional

development for herself and her assistants precisely on how to develop their knowledge, skills and practice to the highest level.

- The childminder uses books to support children's learning. Children can explore books by themselves as well as having group story times. Fact books are also used to support children's learning. This helps to develop children's understanding of books and how to gain information from them.
- Children's behaviour is good. The childminder is a good role model. She gives clear guidance to help them understand their feelings. Children develop a good understanding of right from wrong. They learn good manners and are polite. The childminder is sensitive to children's needs and can recognise when they are tired or hungry. Children are increasingly independent with their self-care. For instance, they use cutlery appropriately as they butter bread.
- Parents comment that their children enjoy attending the setting and praise the good variety of activities the childminder provides. She quickly assesses children when they start and uses this information to identify what each one needs to learn next. The childminder works closely with other childcare providers and parents to ensure continuity in children's care and development.
- The childminder knows what she wants the children to learn. She provides many opportunities for children to develop their counting skills. Children listen carefully as she shares a counting book with them. They collect stones to represent different numbers. Children show confidence in counting the stones one at a time. When children count too many, the childminder encourages them to go back and count again.
- The childminder teaches children about taking risks and how to keep themselves safe. Children take age-appropriate risks in the garden. For example, they climb the steps on the slide independently and balance along wooden planks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a good understanding of their role in safeguarding children. They demonstrate an in-depth knowledge of the signs and symptoms that may indicate a child may be at risk of harm. The childminder and assistant know how, and when, to make a referral to outside agencies. They have a robust and detailed safeguarding policy containing all relevant contact details. The childminder and assistant complete regular training to refresh their knowledge on wider and changing safeguarding issues, such as how to keep children safe using technology. The childminder checks the suitability of people living and working on the premises to ensure they are safe.

What does the setting need to do to improve?

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

- allow children greater opportunity and time to respond to questions asked, in order to develop their conversational skills
- build on the systems for supervision and professional development to strengthen skill sharing, knowledge and practice and raise the good quality of the provision higher.

Setting details

Unique reference number	EY371917
Local authority	Hampshire
Inspection number	10219733
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	18
Number of children on roll	16
Date of previous inspection	4 August 2016

Information about this early years setting

The childminder registered in 2008. She lives in Fleet, Hampshire. The childminder employs two assistants. The provision operates Tuesday to Thursday, all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged three years. The childminder and one of her assistants hold an appropriate qualification at level 3.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- This was the first routine inspection the provider 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder, her assistant and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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