

Childminder report

Inspection date: 23 March 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 happily play with this calm and nurturing childminder. They turn to him for cuddles and have secure attachments that show they feel safe. Young children are busy and explore high-quality resources. He encourages children to notice mathematical shapes in the everyday environment. For instance, he reads a story about shapes and asks children to find shapes in the environment. Together they find circles on the cushions and see triangles on the ceiling.

Children enjoy a healthy snack of strawberries, bananas and mango. The childminder provides safety knives and children show their independence skills when they select their fruits and tell him, 'I'm going to cut it' and chop up their strawberries. He chats to the children about the taste of mango and they describe it as 'peachy' and 'squishy'.

The childminder teaches children about the natural world. For example, he provides opportunities for children to plant seeds in a raised bed in the outside area. Young children happily dig in the mud and plant seeds. He talks to the children about caring for plants and watering them. Children start to learn about caring for living things. The childminder reminds children about the vegetables they grew last year and this strengthens their memory as they remember more.

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

- The partnership with parents is good. They receive feedback and online progress updates from the childminder. Parents greatly value the regular trips the childminder provides, such as attending toddler groups, going for walks in the forest and visits to the beach.
- The childminder reflects on his practice and the changes made to his setting. For instance, he provides more natural objects and can see the impact this has on children. For instance, they are keen to explore these objects and they have more thoughtful conversations. Children explore the nature tray and investigate the wood bark using magnifiers and talk to the childminder about what they see.
- Children strengthen their large muscles using the outdoor play equipment with support from the childminder. For example, young children cautiously climb up the ladder to the top of the climbing frame with encouragement from him. At the top, the children beam with pride at their achievements and the childminder praises them for their efforts.
- The childminder understands the importance of building children's communication and language skills through sharing stories and teaching new words. For instance, young children explore a musical book about seasons with the childminder. Children select 'Winter' and listen to the classical music while he talks about winter and the animals, such as the snowy owls and the foxes.

Young children point and repeat the names of animals and the childminder nods in agreement.

- There is a strong focus by the childminder on children developing their independence skills. He recognises the importance of children completing small tasks to build self-confidence. For example, the childminder assists children to tidy up the playroom. Young children return the soft brushes to the treasure basket and the childminder thanks them for being helpful.
- Children's play is closely observed by the childminder and he plans what they need to learn next. For example, young children learn about colours and he uses the flowers in the nature tray to talk about green and yellow. The childminder encourages parents to find and name colours with their children at home to extend their learning.
- The childminder is sensitive to changes in children's behaviour and supports young children when they struggle to share with others. However, there are times when the childminder does not support children to name their emotions to help them learn how to recognise how they feel.
- The childminder works with a co-childminder and together they provide a good quality learning environment. For instance, he has made the book area more accessible for younger children. They enjoy looking at books which helps them develop a love of reading.
- The childminder takes children to toddler groups to meet new children to help build their social skills. Children start to understand the similarities and differences between themselves and others. They are prepared for their future learning and life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands his responsibility to keep children safe from harm. He attends ongoing safeguarding training and is aware of local safeguarding issues. The childminder has a good understanding of the signs that indicate a child may be at risk of abuse. He has a written safeguarding policy with information on who to contact if he has concerns about a child. The childminder completes daily school runs and, as part of this routine, he teaches the children about road safety. He takes children out on local trips with the co-childminder and he checks the area is safe before children play.

What does the setting need to do to improve?

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

- develop ways to help children to understand and manage their emotions and feelings.

Setting details

Unique reference number	EY371993
Local authority	Hampshire
Inspection number	10276279
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	30
Date of previous inspection	10 July 2017

Information about this early years setting

The childminder registered in 2008. He works with his partner, who is also a registered childminder, from their home in New Milton, Hampshire. The childminder holds an early years qualification at level 3. He receives funding to provide free early education for children aged two, three and four years. He provides care all year round and works Tuesday to Friday.

Information about this inspection

Inspector

Jo Parker

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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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