

Childminder report

Inspection date: 31 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the experienced childminder. They enjoy attending and form a close bond with the childminder and develop friendships with each other. Children show they feel safe and secure as they choose resources and initiate play. They demonstrate a positive attitude to learning and also have many opportunities to meet with other childminder's children on a regular basis. This helps them to develop confidence and wider friendship groups and supports their social skills.

The childminder has a good understanding of how children develop. She has high expectations of children's behaviour and is clear about what she wants them to learn. Children behave well. Frequent praise and encouragement from the childminder promote children's confidence and self-esteem. The childminder provides activities and enriching experiences that she knows the children will enjoy and that hold their attention. For example, young children practise their hand-eye coordination as they are supported to pull and thread wooden blocks onto laces. They develop resilience as they persevere and try again when things do not work out first time. Children learn about repetitive language such as 'pull' and hear numbers as the childminder models counting skills to count how many blocks they have. As a result, children make good progress in their learning and development.

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

- The childminder gathers detailed information from parents when children first start and builds on this to plan an ambitious and well-sequenced curriculum. She is enthusiastic in her approach and gets down to the children's level to engage in their play. The childminder supports children to become critical thinkers and problem solvers. This is evident when children roll toy vehicles down a ramp. They look at why a toy vehicle will not fit and consider where it is stuck on the ramp. They try different ways until they are successful.
- The childminder supports children's language development very well. For instance, she sings to the children and reads them familiar stories. During play, she speaks clearly and models simple words and key phrases. The childminder introduces new words, consistently repeats words back and narrates as children play. This helps to build on children's developing vocabularies.
- The childminder follows children's interests and adapts what she plans to support their engagement. Children have daily opportunities to fresh air and to explore their local community. For example, they attend regular toddler group sessions with other childminders and their children and experience boat trips or train rides and outings to the aquarium or the farm. These interesting experiences help children to develop an understanding of the wider world.
- The childminder understands the valuable benefits of outdoor play on children's

all-round learning. Children delight in these experiences, where they have opportunities to be curious about nature, explore a wide range of equipment and textures and develop their physical skills. For instance, children learn about winter and different animals. Older children are inquisitive, and they become confident communicators. They consider what hedgehogs eat and describe frogs as 'green and slimy'.

- The childminder teaches children about the importance of living healthy lifestyles. Children enjoy a range of freshly prepared healthy evening meals. The childminder has embedded good hygiene routines. For example, she encourages independence so that older children can manage their self-care skills and wash their hands before eating.
- Parents speak very positively about the care and support that the childminder offers. The childminder keeps parents up to date with what their children are learning each day. Parents appreciate the experiences that the childminder provides and the time she takes to ensure that children's individual needs are met.
- The childminder works well with other professionals to support children's development. She makes links with other providers where children attend. The childminder is proactive in swiftly seeking targeted support or adapting her practice for children who attend that require additional provision.
- Overall, the childminder demonstrates a good commitment and dedication to her role. She shares ideas and good practice with a close group of local childminders and seeks the views of parents to support the evaluation of her setting. Although the childminder completes mainly mandatory training, she does not focus precisely enough on strengthening her professional development to support her practice, knowledge and skills further.

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 continuous professional development, knowledge and skills and monitor the impact of this on the children's learning.

Setting details

Unique reference number	EY378355
Local authority	Hampshire
Inspection number	10312033
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 April 2018

Information about this early years setting

The childminder registered in 2008. She lives in Hook, Hampshire. The childminder operates all year round, from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 this into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk of the play areas and discussed the childminder's intentions for children's learning.
- A joint observation was carried out by the inspector and the childminder on a focus activity. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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