

Childminder report

Inspection date: 31 January 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's interests are actively encouraged. They excitedly engage in music, dancing and tea parties. They show great care and attention when looking after their dolls during role play. Children tell the childminder when their dolls are poorly or need milk and extra care. They build close connections with the childminder through her active participation in their role play.

The childminder has high expectations of children's capabilities. Children persevere to solve problems that are not immediately fixed by the childminder. For instance, when children struggle to get their play dough out, instead of giving up, they are successfully redirected to use special tools to free the dough from the tubs.

Children are accepting of new people and engage them in their play. They use role play to build confidence with each other, cooperatively sharing their resources. Children are encouraged to share at all times. When some children find this more challenging, they are supported to use language to resolve their frustration. All children are fully included in activities. What they say and do is continually noticed and celebrated by the childminder. As a result of the childminder's attentive and supportive learning environment, children demonstrate confidence and appear very much at ease. New starters to the setting are well supported by the childminder's responsive and caring nature.

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

- The childminder plans topics that keep children physically active, both indoors and outside. Children count seeds, plant flowers, visit wildlife reserves and learn about the seasons by closely observing an ever-changing garden. The childminder frequently uses sound and music to activate imaginations, encouraging the children to dance and move their bodies to favourite rhymes and songs. As a result of these exciting activities, children continually develop their physical skills.
- The childminder supports children to explore their understanding of topics through the experiences of others. For instance, when a child describes her model as a chicken, the childminder involves a child, whose family keeps chickens, in the conversation. When the childminder reads a book about a haircut, she asks the children to talk about their most recent trip to the hairdresser. The childminder uses her knowledge of the children to ensure everyone can contribute to a topic.
- Independence skills are prioritised by the childminder. Children who are initially unsure about certain tasks are motivated to try by the childminder's uplifting words of encouragement. Children are asked to pick up items they have dropped and to tidy away resources. The childminder encourages children to brush their

teeth at home with the use of timers. As a result, children learn to do things for themselves and visibly take pride in their achievements.

- The childminder asks timely questions that explore what children know. During an art activity, children are asked to identify different shapes. When children make mistakes, the childminder gently reassures and offers the correct answer. However, the childminder does not consistently explore these misunderstandings in detail to build further on what children already know.
- Overall, the childminder has a flexible approach to teaching. This enables her to quickly identify learning opportunities as they occur. During a dinosaur dance, sunlight casts strange shadows against the wall. The childminder notices and guides children to make dinosaur shapes in the shadows. The most able children are supported to notice how shadows change in size as children move through the light. This extends the learning and gives them the opportunity to explore light and shadow in greater depth.
- The childminder provides children with regular opportunities to widen their vocabulary. She repeats and rephrases what children say while extending their ideas. She uses interesting resources to introduce words and topics into play. This supports children to use keywords in the correct context and develops their language learning.
- Parents give positive feedback about the childminder. They praise her flexibility and communication. Parents receive regular updates about their children's learning. They report that their children have improved their confidence and social skills. Parents of children with additional needs praise the childminder's collaboration with specialist agencies, which has also helped them make progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the appropriate procedures to follow if she has any concerns for the welfare of a child. She understands how to identify the signs of female genital mutilation. She understands her obligations under the 'Prevent' duty to keep children safe from radicalisation. The childminder makes regular assessments throughout the day to ensure risk is minimised, especially on trips or in outside areas. The childminder has effective procedures in place in the event that any accidents occur. The childminder has up-to-date paediatric first-aid training.

What does the setting need to do to improve?

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

- fully explore children's misconceptions to give them a deeper understanding of the topics taught.

Setting details

Unique reference number	EY378718
Local authority	Hampshire
Inspection number	10228475
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 12
Total number of places	4
Number of children on roll	8
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 2008. She lives in New Milton, Hampshire. She provides care from 7am to 5pm, Monday to Thursday, throughout the year. The childminder holds a level 3 early years qualification. She is able to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspector

David Watkins

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 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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of teaching during activities. He assessed the impact this had on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector looked at the suitability of all areas of the house that are used by minded children.

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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