

Childminder report

Inspection date: 13 December 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

Toddlers and babies explore an array of accessible activities with growing independence. Clearly labelled boxes enable children to make choices about what they want to do. The childminder follows their investigations closely, mirroring their delight and fascination with whatever they find.

Children demonstrate a strong attachment to the childminder. They lean in to her for cuddles or accept a comforting arm around their back. The childminder has a warm and friendly manner, which helps children feel safe and secure. As a result, children develop the confidence to play and interact with each other. Very young children greet people who are new to the setting by handing them toys that they like.

Children are consistently offered meaningful choices. Their views and wishes are fully respected. When the childminder asks if children want to sing Christmas songs, they prefer to read instead. The childminder then explores their favourite books with them. The childminder consistently gives children opportunities to lead. In doing so, children understand that their views are important.

Children talk enthusiastically about their time at the setting. They tell their parents how much they like coming to see the childminder. Children talk excitedly to parents about the places they visit and the children they meet. Parents are able to share in the celebration of their child's personal accounts of the setting.

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

- The childminder provides well-sequenced topics that follow children's interests. The development of the curriculum within each topic is child-led, with each new discovery building on the next. For instance, when children become fascinated with animals at the farm, they later explore miniature animals through small-world play. Following this, children go to a pet shop, visit new-born kittens and meet a tortoise that comes to the house. In this way, children develop a deeper understanding of topics that interest them.
- The childminder recognises how the COVID-19 pandemic has impacted on the social and physical development of children. Consequently, she has ensured there are opportunities for physical exercise, both in the garden and during trips to the local park. In addition, children are supported to develop social skills as they serve each other food and drink in their very own 'Santa's Café'. These activities have enabled younger children to make good progress in these areas.
- During activities, the childminder asks important questions to establish what children know. She keenly observes children and directs questioning around their interests. However, sometimes, the childminder is too quick to provide a

response if children do not immediately answer. This means that children are not always given enough opportunity to demonstrate what they know and put that knowledge into practice.

- The childminder and her co-childminder work well together to evaluate and improve their provision. For instance, they have strengthened partnerships with parents to ensure they gain more-detailed information about children's experiences at home. This information has enabled them to better support children's emotional well-being and language development. For example, they learn and use words in many different languages that children hear at home.
- The childminder believes child-led learning is important for early development. During a shape-cutting activity, children who love cars instead prefer to explore the tracks that their favourite toys make in the play dough. This then develops into a more-substantial transport topic. The childminder encourages children to explore buggies in the garden and then takes them to observe vehicles in the local community. As a result, children are continually motivated to further explore and investigate the things they love.
- Toddlers play with toy animals and role play the sounds they make. The childminder notices and quickly tells the children the names of the animals. However, at times, she does not make consistent use of opportunities such as this to expand children's vocabulary even further. For instance, she does not always offer more-detailed information that might help to further describe the animal.
- The childminder provides very good support for older children who are learning to self-regulate their emotions. She models very effective strategies that enable children to think about how their feelings affect them. This has given the children the skills to reflect on their behaviour and has improved their mental well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding issues. She understands her obligations under the 'Prevent' duty to keep children safe from radicalisation. She has an understanding of the harm caused to girls by female genital mutilation. She completes risk assessments when out on trips and for all areas of her home used by the children. She has protocols in place for the reporting and recording of accidents, and she has fire safety procedures in place at the setting. She is able to work effectively with specialist agencies to safeguard vulnerable children where necessary. Both the childminder and the co-childminder have 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:

- provide sufficient time for children to think things through and respond to questions so that their learning becomes more fully embedded
- strengthen support for children to make even better progress with their growing vocabulary by more consistently extending conversations and exploring new words.

Setting details

Unique reference number	EY381643
Local authority	Hampshire
Inspection number	10228476
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 11
Total number of places	17
Number of children on roll	17
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2008. She lives in Romsey, Hampshire and works with another registered childminder. The childminder provides care from Monday to Thursday, 7.45am to 6pm, all year round. She is able to provide funded early education for children aged two, three and four years. The childminder holds an appropriate qualification at level 3.

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 inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector communicated with the children during the inspection.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector spoke with the childminder about her understanding of safeguarding.
- The inspector spoke with the co-childminder about various aspects of the setting and investigated how they both worked together.

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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