

Childminder report

Inspection date: 17 May 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 benefit from a childminder who nurtures them as unique individuals. They demonstrate that they feel safe and secure and enthusiastically engage in activities with their friends. Children form close relationships with their peers. Toddlers illustrate this as they show kindness and compassion to babies and pretend to tickle them. They pass them toys and include them in their play. Children demonstrate confidence and welcome a visitor into the childminder's home. They are polite and imaginative and pretend to make the inspector a cup of tea and some lunch. Children build on their vocabulary as they name the different fillings on offer, such as a 'boiled egg'. The childminder has high expectations for children and uses opportunities such as these to help build on their developing communication skills.

Children develop their knowledge of the wider world. For example, they delight in learning about nature, such as on outings to the forest and lakes. Children enthusiastically pick dandelions in the garden to feed the rabbit. They enjoy visits to the shops to buy their healthy snacks, which supports their understanding of the value of money. Children build strong bonds with the childminder and settle quickly into her warm and welcoming environment. They approach her for cuddles when they are tired or when they simply want reassurance. All children make good progress from their starting points.

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

- The childminder works closely with families and ensures that settling-in procedures are tailored to each child. She seeks detailed information on children's abilities, likes and dislikes, to ensure she can meet their care and welfare needs from the outset. Parents comment that the childminder communicates with them highly effectively. However, the childminder does not build links with staff at all other settings that the children attend, to help ensure better continuity in their care and learning.
- The childminder completes regular assessments of children's ongoing learning. She uses this information to plan a curriculum that supports their next steps in development well overall. For example, toddlers bang different objects together and use words such as 'loud' to describe the different sounds they make. Babies show high levels of curiosity. They enthusiastically take toys out of boxes and excitedly investigate what they have found. However, there are fewer opportunities for babies to build on their skills while playing outdoors.
- The childminder promotes children's health and well-being effectively. She illustrates this as she speaks to toddlers about the importance of washing their hands. This embeds their understanding of germs from a young age. The childminder works alongside parents to ensure children enjoy a well-balanced

diet each day. Young children learn to make healthy choices and select their own snack from the variety of fruit available. They enjoy this social time alongside their friends.

- The childminder supports children's developing speech and language well. For example, toddlers successfully blow bubbles, which helps to develop the muscles in their mouth. Children show a passion for books and ask the childminder to read their favourite stories. They recite familiar words, point to pictures and talk about what they see.
- The childminder supports children's physical development well. For example, children transport sensory materials and investigate what happens when they pour water through different resources. This helps to build strength in their wrists and hands in preparation for early writing. Children enjoy outings to local parks and learn to take risks, such as when climbing on apparatus.
- Children behave well and willingly share and take turns. They demonstrate that they can focus on activities for long periods and show a positive attitude towards learning. For example, children persevere and work out how to undo bolts and catches. The childminder praises children for their achievements. This supports their emotional well-being highly effectively.
- The childminder regularly evaluates her setting. She seeks the views of parents and makes changes to help drive improvement. For example, she adapts her environment to reflect the different learning needs of the children. The childminder attends mandatory training and ensures she is up to date with the latest guidance and legislation. She reads publications and completes research to help build on her skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues, including a wide range of safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm. She knows who to contact if she has concerns about a child's welfare. The childminder frequently attends training to update her knowledge, to help keep children safe and protected from harm. She talks to older children about online safety and appropriate use of the internet, to help them develop an understanding of how to stay safe.

What does the setting need to do to improve?

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

- strengthen planning and provide babies with even further opportunities to build on their skills outside
- continue to build effective links with all other settings where the children attend, to better address continuity of learning for children.

Setting details

Unique reference number	EY393831
Local authority	Hampshire
Inspection number	10228500
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 September 2016

Information about this early years setting

The childminder registered in 2009. She lives in Totton, Hampshire. The childminder provides care on Monday, Tuesday, Thursday and Friday, from 7.30am to 5.30pm, for most of the year. She holds an appropriate early years qualification. The childminder receives funding to provide free education for children aged three and four years.

Information about this inspection

Inspector

Jane Franks

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 her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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