

Childminder report

Inspection date: 9 May 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

The childminder provides a welcoming home-from-home environment. Children demonstrate they feel secure in her nurturing care and greet the inspector warmly. They make independent decisions in their play and excitedly show the inspector the activities they enjoy. For example, older children group objects and confidently name colours. They show good concentration skills and correctly match shapes to the corresponding pictures. Younger children build on the muscles in their hands and fingers as they connect bricks together. Children of all ages play well together. Older children show kindness and consideration to their younger peers. For example, when they notice they may need a little help, they give them support to put on their socks and shoes. The childminder praises children for their achievements, which helps to build on their confidence and self-esteem.

Children show good independence skills. They help to tidy away toys and know to wash their hands before eating their lunch. The childminder places a strong focus on children's health and well-being. She engages children in discussion about the importance of eating healthy food. Children tell the inspector they have strong muscles because they eat lots of fruit and vegetables. They understand they need to drink water to stay hydrated.

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

- The childminder completes accurate assessments of children's overall development. She shares this information with parents and works well with them to outline targets for children's future learning. The childminder forms close relationships with other professionals involved in children's care. This helps to ensure any gaps in their development are closed swiftly. All children, including those with special educational needs and/or disabilities make good progress from their starting points.
- The childminder observes children's play and interacts with them to build on their knowledge and skills. However, she does not always consider the next steps of the younger children when planning some learning experiences. At times, younger children find some activities a little challenging. The childminder does not consistently adapt activities so they can engage in the learning experiences as well as their older peers.
- The childminder supports children's developing speech and communication skills well. She holds active discussions with children about what they are doing, and encourages them to recall outings with their family. The childminder models words clearly and seizes every opportunity to introduce new vocabulary as children play. She promotes children's love of books and invites them to sit on her lap as she reads familiar stories to them.
- Children attend a range of local groups where they participate in singing and

craft activities. This provides them with opportunities to interact with others and to develop their language and social skills even further.

- The childminder is a good role model. She is calm and gentle and treats children with positive regard. She consistently helps all children to consider the needs and feelings of others. When small disputes occur, she manages children's behaviour sensitively, considering their level of understanding. Children display an awareness of the childminder's expectations for their behaviour. They listen and respond to the childminder's clear instructions.
- Parents report that they are happy with the care and learning their children receive. They say that the childminder treats their children as unique individuals and spends time getting to know them. They value the support and guidance she provides to help them continue their children's learning at home.
- Children enjoy outings to the park. They delight in listening to music, and express themselves as they practise moving their bodies in different ways. This helps to build on their physical skills. However, the childminder does not consistently plan and organise daily outdoor-learning opportunities for children, so they can extend their skills and learning even further.
- The childminder teaches children early mathematical concepts well. For example, children build towers and show a good understanding of shape and size. They count objects and use calculation in their play.
- The childminder methodically reviews her provision to improve the care she provides. She regularly targets training and development opportunities, and shares good practice with other childminders to support and enhance the quality of her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to keep her safeguarding knowledge up to date. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the procedures to follow to report a concern. This includes how she would respond in the event of an allegation being made against herself. The childminder keeps her home safe and secure. She minimises risks to children, and reminds children to tidy away toys after they have finished playing so they do not trip over them.

What does the setting need to do to improve?

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

- place an even sharper focus on the next steps in learning of younger children to help them make even better progress
- plan and provide daily outdoor-learning opportunities for children, so they can extend their skills and learning even further.

Setting details

Unique reference number	EY412451
Local authority	Hampshire
Inspection number	10276316
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	7
Date of previous inspection	11 July 2017

Information about this early years setting

The childminder registered in 2010 and lives in Fair Oak, Hampshire. She operates Monday to Friday, all year round, between the hours of 8am and 5.30pm. The childminder receives free early education funding for two-, three- and four-year-old children. She holds a relevant home-based childcare qualification.

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 their evaluation of the setting.
- The inspector took account of the views of parents and carers through written testimonials.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder and children at appropriate times.

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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