

Childminder report

Inspection date: 19 November 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's kind and calm nature supports children's emotional wellbeing effectively. Children feel happy and safe. They have very positive attitudes to learning, regularly showing their excitement when the childminder suggests new activities. For example, children go outside when it is snowing, catch the snowflakes on their hands and watch them melt to water. They are keen and curious learners, wanting to learn new knowledge. The childminder helps children to recap on past events to help them make connections to their prior learning, which supports them to remember more.

Children make good progress in their learning and development. The real-life experiences available to them are based on their interests. For instance, children all join in when the childminder encourages them to make loud and quiet sounds with pots and utensils. Children delight in this spontaneous activity, waiting patiently for the childminder to switch her instructions to vary the volume and speed of their beats. This promotes children's participation for extended periods of time.

The childminder is a good role model, supporting children to follow her lead when showing good behaviours, such as being polite. Children love to do well and eagerly show the childminder what they are doing. The childminder provides plenty of praise for children's efforts and achievements. This helps to promote children's self-esteem and confidence.

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

- The childminder implements a varied educational programme which focuses on enhancing children's communication and language skills. She reads stories with expression, sings songs and introduces children to a wider vocabulary. The childminder holds lively and interesting two-way discussions with children, particularly during social times, such as during their meals. She welcomes children's contributions and readily expands on their ideas. This supports children to become active listeners and competent talkers.
- Outdoor learning is a key strength of the setting. The childminder regularly takes children on outings, such as to parks and woods. She uses these opportunities to extend children's learning of the natural world. For instance, on a recent walk, the childminder drew children's attention to a herb garden. This led to children growing herbs in the childminder's garden and exploring their different smells. They continue to enjoy making 'herb stews' in the outdoor role play kitchen. In this way, children learn to understand how plants grow.
- The childminder knows children well and has a clear understanding of what they know and can do. She uses this information to plan appropriate next steps in children's learning. However, on occasions, the intention of what she wants

children to learn covers too many concepts in one go. At these times, the childminder's planning and teaching is not precise enough to ensure she builds on individual children's existing knowledge and skills. This practice does not always help children to maximise their learning.

- The childminder provides a strong emphasis on developing children's independence to help manage their self-care skills. During routine times, such as snack time, children are guided to safely cut fruit with knives. In addition, children learn to wash their hands thoroughly when back from the garden and prior to mealtimes. Older children recognise the importance of good hygiene practices and talk about the germs being washed away.
- The childminder organises art and craft activities to help celebrate festivals, such as Diwali and Christmas. However, she does not always help to deepen children's understanding of different cultures, languages and traditions. This does not fully support children to recognise the similarities and differences between their own ways of life and those of others. This can hinder children from being fully prepared for life in modern Britain.
- The childminder is proactive in considering ways to improve the provision she offers. She regularly networks with other local childminders to share knowledge and ideas to further enhance her continual professional development. The childminder is currently undertaking training with an early years mentor to extend her knowledge of how young children learn best. She is beginning to implement her new knowledge into practice to benefit children further.
- Partnerships with parents are open and effective. The childminder provides parents with information through daily communication and online messaging systems. She updates parents on their children's progress and shares ways that parents can continue their children's learning at home. This shared approach helps to support children's continual development. Parents highly appreciate the good progress children make in their learning and development.

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 the planning and delivery of activities to build more sharply on individual children's existing knowledge and skills
- build on ways to support children develop a better understanding of different cultures and communities beyond their own.

Setting details

Unique reference number	EY416966
Local authority	Hampshire
Inspection number	10359945
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	6 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in Basingstoke, Hampshire. She operates Monday to Thursday, 8am to 5.30pm, all year round. The childminder holds an appropriate childcare qualification at level 3. She is eligible to receive funding to provide free early years education for children aged nine months to four years.

Information about this inspection

Inspector
Sonia Panchal

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and childminder carried out a joint observation of a group activity.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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