

Childminder report

Inspection date: 12 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and independent learners. They develop strong bonds with the childminder, who places their emotional well-being at the centre of her provision. Children show that they feel safe and secure in her presence. They behave well and look to her for reassurance when they need comfort. Children are constantly busy and inquisitive as they explore cause and effect toys and resources. They enjoy finding out how things work as they excitedly turn locks and press a range of buttons and switches.

The childminder understands the impact that the COVID-19 pandemic has had on children who have not been able to mix with others. She focuses strongly on developing their language and communication skills, and their personal and emotional development. This helps younger and less confident children to settle happily and gain confidence as they play and learn.

Children receive effective support from the childminder to build on their next steps and make good progress in their learning. They chat confidently to the childminder about the things they would like to do and see next, such as watching the bin lorry through the window or going to the local park. These opportunities support children to become curious about the world around them.

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

- The childminder recognises the different learning needs of the children she cares for. She gives careful thought to how she can enable children to get the most out of the activities she provides, taking every opportunity to extend their learning. While exploring a farm scene, children become fascinated as they experiment with hard boiled eggs. They use tools, such as hammers, to crack the shells, and knives to cut the egg up. The childminder encourages the children taste the egg and recall where eggs come from. These opportunities support young children to be curious as they develop their hand-to-eye coordination skills.
- Due to the COVID-19 pandemic, parents no longer enter the childminder's home. She chats with them at her door when they drop off and collect their children. The childminder regularly sends information electronically to parents about their children's learning. This helps to support children's progress and keep everyone safe.
- The childminder has found some opportunities to extend her knowledge. For example, she liaises with other childminders to share information and gather ideas. However, the childminder has not considered how her professional development could be prioritised to help to improve her practice even further.
- Children learn about health and the importance of making healthy choices. For

example, the childminder talks to them about what they might like in their sandwiches. She also encourages them to try different foods during planned activities, as well as at mealtimes. Children have opportunities to play and be physically active in the fresh air, both in the childminder's garden and the local community.

- Children choose to play with the musical instruments and the childminder sings their favourite songs as they play along in time to the music. They share the instruments and take turns to play different sounds. Children are polite and their manners are very good. Older toddlers use 'please' and 'thank you' spontaneously without prompting.
- The childminder organises her home to enable children to move freely and make choices in their play. Children can safely and independently access resources and select what they want to play with. The childminder reflects on her provision to ensure the resources she offers continue to sustain children's interest.
- The childminder supports children's literacy skills effectively. For example, children enjoy regular visits to the library and excitedly remember which books they have chosen. The childminder reads them stories and encourages them to talk about the pictures in the book. She ensures that children take part in activities using tools to develop their early writing skills.
- The childminder supports children to begin to understand ideas such as 'on', 'under' and 'next to'. However, she does not consistently help younger children to develop their early mathematics skills spontaneously as they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify indicators of possible abuse and neglect. She knows the children well and understands how to recognise any concerns, such as changes to their behaviour and appearance. The childminder understands the importance of taking prompt action to help protect children from harm. She knows precisely where and how to report concerns. The childminder ensures that her home is clean, safe and well maintained. Children play and explore safely. The childminder completes regular checks of the indoor and outdoor environments and uses equipment, such as safety gates, to keep children safe.

What does the setting need to do to improve?

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

- prioritise the use of opportunities to strengthen existing knowledge and teaching skills further
- enhance teaching to ensure that younger children develop a secure foundation in their understanding of early mathematical concepts.

Setting details

Unique reference number	EY428242
Local authority	Hampshire
Inspection number	10136673
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	6
Number of children on roll	27
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 2011. She lives in the Locks Heath area of Hampshire. The childminder works Monday to Friday all year round, from 7.30am to 6pm, with overnight care offered on an occasional basis. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Lambkin

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 obtained the views of parents and older children who attend the setting through written feedback and hand-drawn pictures.
- The inspector sampled a range of documentation, including the paediatric first-aid certificate and public liability insurance.
- The childminder and the inspector completed a learning walk together to discuss her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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