

Childminder report

Inspection date: 21 May 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	Outstanding
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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 are loved and nurtured by the attentive childminder. They happily seek her out for comfort and reassurance when needed. The childminder focuses on supporting children's emotional well-being, and she actively listens to children's thoughts and feelings. This helps children to feel emotionally secure in the setting.

The childminder provides consistent rules and boundaries that help the children to behave well. She supports the children to take turns, such as when playing with the toy cars. Children demonstrate impeccable manners. For example, they say 'please' and 'thank you' to their friends when sharing toys. Children happily play together and enjoy helping their friends.

The childminder supports the children to become independent learners. For instance, children practise putting on their own shoes and waterproof trousers to go outside. Furthermore, they know that they need to take their shoes off to go back inside and do this independently. The childminder encourages and praises children as they take great pride in their growing independence.

The childminder provides the children with many opportunities to explore sensory experiences. She spends time blowing bubbles with the children in the garden and teaches the children how they can use the bubble wands in different ways. For example, the children learn that they can run with the wand and the bubbles come out faster. They excitedly chase their friends and enjoy catching the bubbles in the wind. This supports children's learning and development.

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

- The childminder regularly observes children's play and accurately assesses their stage of development. She uses this knowledge to identify any gaps in learning, to build on the skills and interests children have. The childminder continually expands each child's knowledge and skills by setting individualised next steps. This supports children to make good developmental progress.
- The childminder understands the sequence of learning and the need for children to have opportunities to repeat activities and tasks to embed skills. For instance, she provides the children with various activities to learn about shape and number. Children confidently point out different shapes and the childminder supports the children with the pronunciation of words such as triangle.
- The childminder regularly reflects on her practice. She expands her skills and knowledge through a variety of training and engages in a range of professional development opportunities. This supports the childminder to continually enhance her early years knowledge and teaching skills.

- The childminder focuses on supporting children's communication and language development. She models good communication skills. For example, the childminder asks questions and gives children plenty of time to respond. Children read books with the childminder and independently. The childminder sings songs and helps children to talk to each other about their play. For instance, she supports children to talk to each other about what they are doing with the toys in the water tray. This helps children to continually learn new words and become confident communicators.
- The childminder provides a variety of meaningful opportunities for children to gain experience in the local community. For example, children visit the local farm and playgroup. The childminder provides children with opportunities to learn about their friends. For instance, children enjoy looking at photos of each other's families and talk about who the people are. However, the childminder does not plan a wide range of experiences to help develop children's understanding of people, communities and cultures beyond their own experience. This does not fully support their understanding of diversity and the wider world.
- The childminder works closely with parents. She encourages a continuous exchange of information to ensure a shared approach to children's care and learning. The childminder regularly provides advice and resources. For example, she gives parents activity ideas that link to their child's next steps and provides story books to take home. This helps parents to continue to support and build on children's learning at home.
- The childminder supports the children to be healthy. Children learn about good hygiene. For instance, they wash their hands with little support after playing outside and before mealtimes. The childminder provides them with many opportunities to be physically active. For example, they enjoy running and riding bicycles in the garden and going to the beach. The childminder provides children with a variety of healthy snacks and meals throughout the day. This supports children's health and well-being.

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 opportunities for children to learn about diversity and develop an understanding of backgrounds, communities and cultures that are different to their own.

Setting details

Unique reference number	EY432773
Local authority	Hampshire
Inspection number	10347037
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	21 August 2018

Information about this early years setting

The childminder registered in 2011 and lives in Havant, Hampshire. She operates her service Monday to Friday from 7.30am to 6pm, for most of the year. The childminder holds an appropriate qualification at level 6 and early years professional status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to/communicated 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 observed the interactions between the childminder and children.
- 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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