

Childminder report

Inspection date: 18 June 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 has developed a safe, homely and welcoming environment for children. As a result, children settle quickly after their parents leave. Children demonstrate that they have developed good relationships with the warm and friendly childminder. They chat happily and initiate cuddles while listening to the childminder read their favourite stories. Children are independent in their play. The childminder provides a rich variety of interesting resources that are easily accessible. Children enjoy choosing books to listen to and experimenting with the sounds of musical instruments.

The childminder has a deep knowledge of children's interests and uses this information as the foundation for her teaching, such as children's interest in nature. For example, during woodland walks, children look for objects associated with the forest environment, such as squirrels, birds, insects, and plant life. Children excitedly call out the names of what they have found and chat about the food and habitats of local wildlife. The childminder supports children to be respectful of the creatures they find. Children gently place insects back where they found them and observe creatures from a distance. Furthermore, the childminder ensures that children know how to keep themselves safe, such as staying away from plants that can cause harm. Children demonstrate their understanding of risk by avoiding stinging nettles and brambles.

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

- The childminder is committed to enhancing her continuous professional development. For example, she participates in networking opportunities with local childminders. Furthermore, she completes mandatory training and sources some additional training, such as in oral health. This helps to refresh her knowledge and understanding.
- The childminder uses assessment effectively to give her a clear understanding of what children know and can do when starting. She gathers detailed information from parents about their child's existing achievement's and needs. This helps her to identify where children are in their learning and plan for their next steps. Furthermore, these measures help to tailor her teaching to children's individual needs, which supports them to make good progress in their learning and development.
- The childminder has developed partnerships with other professionals. She shares information about children's learning and development with other early years settings involved in children's care. She has links with local schools and shares her professional opinions with staff during children's transitions to school. This helps to ensure continuity of care.
- Partnership with parents is good. Parents provide positive feedback about the

childminder's service. They comment on how children love attending and the friendships they have formed. The childminder speaks with parents daily. Additionally, she shares detailed information about children's learning and development so that parents can support their child at home.

- The childminder supports children's developing independence. She reminds children that they need to put on their own shoes before going outside and to put their hats on when it is sunny. Additionally, during snack routine, she encourages children to cut up their fruit using safety knives and make their own sandwiches. This supports children to develop the skills they need to look after themselves.
- The childminder is a good role model and has high expectations for children's good behaviour. She gently guides children to remember rules and procedures, such as being kind to each other and listening to instructions to help keep themselves safe. For instance, children demonstrate their understanding of road safety rules. They hold hands, stop, and look both ways when crossing roads.
- The childminder has high expectations for children's learning and development. She has developed an ambitious curriculum across all areas of learning and development, with communication and language as a real focus. For instance, during story time, she provides regular opportunities for children to recap on learning. She uses open questioning techniques, which are designed to help children think for themselves. However, sometimes the childminder does not plan activities fully effectively to take account of the needs of the younger children. At times, activities are too complicated and so do not hold their interest or keep them engaged. This means that on occasion, they lose interest in their learning.
- Children benefit from rich opportunities to access fresh air and exercise in the childminder's outdoor area. Additionally, the childminder consistently takes children out on trips, such as the library, parks, and historic gardens. This helps children's physical development and supports their understanding of the community.

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 activity planning to take more account of each child's learning needs and help all children engage more fully.

Setting details

Unique reference number	EY442237
Local authority	Hampshire
Inspection number	10350852
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2012. She lives in Fleet, Hampshire. She works Mondays and Tuesdays, 7.30am to 5.30pm and Wednesdays, 7.15am to 5.30pm, for most of the year. The childminder holds a childcare qualification at level 6.

Information about this inspection

Inspector

Loretta Murphy

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 provision.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their 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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