

Childminder report

Inspection date: 20 February 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

Children develop strong relationships with the friendly and nurturing childminder. She responds warmly to children and is attentive to their needs, which helps them to feel happy, safe and secure. Children confidently approach the childminder for a hug. She recognises when children require extra comfort and reassurance to support their emotional well-being. Children are kind and respectful to each other. They share toys and take turns. The childminder gently reminds children to use good manners and to follow rules and routines. Children inquisitively explore the rich variety of resources and activities that the childminder has thoughtfully provided. For example, they enjoy using shape pieces to create patterns.

The children have good opportunities to learn about the natural world. The childminder's curriculum has a particular focus on providing children with a broad understanding of the world that is based on their interests. For instance, children demonstrate they have a good understanding of space. The childminder cleverly sequences their learning. Children listen to space-themed stories. They use their imagination while pretending to go on journeys to the moon and create their own 'rocket ships'.

The childminder provides good opportunities for children to access fresh air and exercise. They benefit from regular trips, such as visiting the local park and soft-play centre. This enables them to meet people from their local community and to develop confidence in new environments.

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

- The childminder provides an interesting and varied curriculum that helps to build on what children know and can do. She works closely with parents to establish what it is children can do when they first start at the setting. She tailors learning to the individual needs of children to help minimise gaps and extend their learning. The childminder prioritises teaching skills in preparation for school readiness.
- The childminder evaluates her provision well. She ensures that she keeps her required training up to date, such as paediatric first aid and safeguarding training. She has established connections with other childminders and uses these networks to share ideas on good practice. This helps to improve her professional development.
- Children benefit from a language-rich environment. The childminder provides plenty of opportunities for children to practise sentences and learn new words. The childminder encourages children to participate during story time and singing activities. Children enjoy taking turns to guess the word on flash cards. The childminder quickly recognises any gaps in children's speech development and

shares her observation with parents. However, on occasion, she does not make referrals to other agencies as promptly as possible to ensure that they receive support from other professionals in a timely manner.

- Children demonstrate good independence skills. Older children independently use the toilet. All children wash and dry their hands. The childminder encourages them to cut their food by using plastic knives.
- The childminder ensures that children develop an understanding of healthy lifestyles. Children enjoy a variety of fresh foods prepared by the childminder. They learn about good oral health, for instance, while using dental resources. Children's physical development is supported well through activities, such as yoga.
- The childminder is a good role model. Her interactions with children are respectful and calm. Overall, she supports the children's behaviour well and encourages them to use good manners. However, at times, the childminder does not make her expectations of behaviour clear. This means that children do not always do as the childminder intends. For instance, on occasion, some children do not use resources appropriately and climb on furniture.
- The childminder has established strong partnerships with parents. They are regularly updated about their children's learning and daily care routines. Parents comment that they feel supported and that their children make good progress from their starting points.
- The childminder spends time getting to know children and their families. She incorporates individual cultural backgrounds into children's learning. For example, children develop an understanding and tolerance for diversity when celebrating different festivals and learning new languages. This helps children gain an understanding of similarities and differences in the wider world.
- The childminder has links with local schools. She shares information with parent permission. She closely follows topics that children are learning and incorporates them into her planning. This helps to provide continuity for children.

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:

- ensure that children with special educational needs and/or disabilities have further access to support from other professionals to help close gaps in children's learning and development
- support children to develop a deeper understanding of the rules and

expectations at the setting to help keep them safe and secure.

Setting details

Unique reference number	EY442302
Local authority	Hampshire
Inspection number	10317339
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	3 to 8
Total number of places	4
Number of children on roll	10
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2012. She lives in Fleet, Hampshire. The childminder operates all year round, from 8am to 6pm, Tuesday to Thursday. She has a relevant childcare qualification at level 3.

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 her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss how the childminder supports children's learning.
- The children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder evaluated children's learning during activities with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the provision with the inspector.

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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