

Childminder report

Inspection date: 7 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are full of smiles and enjoy their time in this nurturing, homely and child-centred setting. They settle quickly and form trusting relationships with the childminder, who has a calm, caring and friendly nature. Children are making friendships with peers and demonstrate respect and kindness. For instance, they pass each other their drinks and learn to share toys.

Children engage enthusiastically in activities that support their development and they experience good foundations for learning. They are developing the skills they need in readiness for school. Children can freely access toys and resources that support their interests and enable them to make choices about their own learning. Children are confident and sociable as they freely chat with the childminder, each other and visitors.

Children learn to develop healthy lifestyles through healthy meals, an abundance of physical play activities and plenty of fresh air throughout the day. They experience consistent messages about cleaning their teeth after mealtimes and learn the importance of oral health.

Children regularly attend groups in the community and mix with others to develop their social interactions. The childminder is committed to teaching the children about the wider world and often takes the children on trips beyond the local area to explore the forest and visit the zoo.

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

- The dedicated childminder has strong settling-in procedures and gets to know the children well from the start. She works in close partnership with families to build a clear understanding of children's needs, interests and stage of development. She then uses this to plan interesting and enjoyable activities that support children's next steps in learning.
- Parents' feedback is hugely positive. They value the daily exchanges of information they receive from the childminder, such as through discussions at pick-up time, electronic messages and photos. Parents receive regular feedback and are kept fully informed of their progress. They compliment the childminder's support, such as ideas to support potty training at home.
- Children's emotional development is supported well. When young children have tantrums, the childminder calmly distracts them with sensitive intervention. For example, she encourages the child to find his favourite horse toy. Children often seek out the childminder for cuddles and are keen to join in activities with her.
- The garden space is inviting for the children to be active and develop their gross motor skills. The plentiful opportunities for fresh air and exercise contribute to

the children's physical and emotional well-being. They have opportunities to safely experiment with different ways of moving, such as dancing with scarves to music.

- Children have access to a large amount of equipment and toys indoors and outdoors. However, sometimes, this limits the space available for children to play with their chosen resources. For example, a large selection of ride-on toys outside restricts space for other physical activities.
- The childminder uses natural opportunities to teach children early mathematical concepts. For example, as toddlers learn to walk across stepping stones, they practise counting.
- Children are motivated to try new things and keen to join in activities with the childminder. For instance, they develop their hand-to-eye coordination as they mark make with paintbrushes in flour. They then copy the childminder by using their fingers to make circles and swirls.
- Children's gaps or delays in learning are identified early, particularly with speech and language. Consequently, these gaps are swiftly closed. The childminder models language and encourages children to sing songs. Children have access to age-appropriate books. For example, there are board books for babies and storybooks for older children. However, children do not have regular opportunities to hear stories being read to them.
- Babies have plenty of opportunities to explore using their senses. They kick their legs in excitement in response to the bubble machine as they try to catch the bubbles with their hands. The childminder extends their learning by moving the bubble machine out of reach and babies attempt to crawl towards it.
- The childminder provides lots of opportunities for children to develop their independence, such as cleaning their own toys when they get dirty. Children copy the childminder's actions and concentrate intently as they sweep the flour from the floor.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is organised to ensure children's safety. The garden is fully enclosed with a padlocked gate. The childminder is aware of children's safety and has good procedures in place to keep them secure and protected from harm. The childminder understands her role when safeguarding the children and has good procedures in place. She is aware of how to raise a concern about a child and has knowledge of wider safeguarding issues, such as the 'Prevent' duty and county lines. The childminder attends mandatory first-aid and safeguarding training regularly to keep her knowledge current and enable her to act appropriately in the event of an emergency.

What does the setting need to do to improve?

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

- help children to further develop their speech and language skills through the use of stories and rhymes
- review the organisation of the environment so that children can easily access learning experiences.

Setting details

Unique reference number	EY446240
Local authority	Hampshire
Inspection number	10228665
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Basingstoke, Hampshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Claire Estcourt

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 setting.
- The childminder showed the inspector around her home and discussed the intentions for children's learning and how the provision is organised.
- The inspector observed the interactions between the childminder and children and considered the impact of these interactions on children's welfare and learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of people living on the premises.
- Parents shared their views of the setting with the inspector over the telephone, and the inspector reviewed written feedback.
- The inspector asked questions throughout the inspection to establish the childminder's knowledge and understanding of safeguarding and how to protect children from harm.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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