

Childminder report

Inspection date:

26 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled in the childminder's care. They have good relationships with their peers and thoroughly enjoy engaging in play alongside them. For example, children act out imaginary games and scenarios, such as going to the café. They take on different roles as part of their pretend play and make their friends 'ice creams'. The childminder fosters opportunities such as these to encourage children to think about oral hygiene. She engages them in discussion about why they need to clean their teeth after eating sugary treats.

Children show good independence skills. They help to tidy up toys with little prompting and put on their shoes and coats ready for outdoor play. The childminder consistently praises children and encourages them to persevere when doing up their zips, for example. Children take pride in their achievements, making comments such as, 'I did it!' This supports the children in preparation for school.

Children make independent decisions in their play and confidently make marks with resources, such as rollers and paint brushes. They focus intently and show good hand-eye coordination as they slot acorns into different containers. This helps to build on the muscles in their wrists, hands and fingers in preparation for early writing.

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

- The childminder accurately assesses children's development. She spends time getting to know the children well and provides a wide range of learning experiences that focus on their next steps in development. For example, children are starting to use numbers in their play. They use language, such as 'bigger' and 'smaller,' and order objects according to size. However, planning is not quite as precise as it could be. For example, the childminder does not always seize opportunities to challenge children as they play to help maximise their learning. On other occasions, some adult-led activities are a little hard for children to comprehend, and they struggle to understand the concept. Consequently, they quickly lose interest.
- The childminder has good relationships with parents. She shares information through daily discussions and written learning journals to keep parents updated on their child's progress. Parents speak highly of the childminder. They say that she provides a nurturing and welcoming environment and that their children make good progress.
- The childminder supports children's speech and language well. She engages children in regular conversation throughout the day to build on their communication skills. Children delight in singing activities. They laugh and giggle and extend their vocabulary, as they join in with actions songs, for example.

Children show a love of books and enjoy listening to stories. The childminder talks to children about what they can see in the pictures and misses out familiar phrases so children can share their ideas.

- Children manage their personal care needs well. For example, they wash and dry their hands before eating. Children learn how to use knives safely as they spread butter on their bread. They discuss foods that are good for their bodies, select their own nutritious fillings and make their own sandwiches.
- The childminder places a strong emphasis on outdoor learning. For example, children delight in walks in the community, visit local parks and attend forest-school sessions. They enjoy weekly outings to toddler groups and music sessions, where they have opportunities to interact with other children. This helps to build on their social skills.
- The childminder promotes good behaviour and is quick to remind children of her expectations. For example, when children cough, she gently reminds them to put their hand up in front of their mouth so that they do not spread germs. Children share and take turns willingly. They say 'please' and 'thank you' and behave very well at the setting.
- The childminder regularly evaluates her practice and is fully committed to making changes across the provision to raise standards. She regularly updates her skills and knowledge, such as through training and sharing good practice with other childminders. This helps to drive improvement. On occasion, the childminder works with an assistant and ensures that their mandatory training, such as safeguarding, is up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise the signs of abuse and neglect and what to do if she becomes concerned about a child's welfare. The childminder has a secure understanding of a range of safeguarding issues. She knows the procedure to follow if there is an allegation about herself or another household member. The childminder checks her home each day, to remove or minimise any potential hazards. She teaches children road safety and practises her emergency evacuation procedure with them. This helps children understand how to respond in a real emergency.

What does the setting need to do to improve?

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

- use information gained from assessment even more precisely, to plan and target what children need to learn next to promote the best possible progress.

Setting details

Unique reference number	EY450284
Local authority	Hampshire
Inspection number	10228703
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 6
Total number of places	6
Number of children on roll	14
Date of previous inspection	10 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Fleet, Hampshire. On occasion, she works with an assistant. The childminder provides care from 7.30am to 6pm, Monday to Thursday, all year round, with the exception of bank holidays and family holidays. The childminder receives funding to provide free early education for three- and four-year-old children. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Jane Franks

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 provider and has taken that into account in her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken into account by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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