

Childminder report

Inspection date: 1 August 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy. They enter the provision confidently after saying goodbye to their parents and carers. They soon settle down to activities that interest them. For instance, children enjoy connecting the sensory floor mats. The caring and supportive childminder ensures that she is nearby when children play. She successfully extends their language about the various textures. For instance, she praises children as they use their developing vocabulary to describe the mats as 'smooth', 'crunchy' and 'bumpy'.

Children are encouraged to become independent in their routines. For example, they confidently put their shoes on and select their hats before going outside to play in the sunshine. Children know why they are expected to wear hats and sun cream. They co-operate with the routines with great levels of maturity.

Children are incredibly polite and caring, not only to each other but to the environment as well. They listen with respect to the childminder and follow her guidance to keep themselves safe. For example, when the childminder is setting up the sand pit she comes across a chipped spade. When she points this out to the children, they know that it needs to go into the bin because it could be sharp.

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

- The childminder is particularly skilled and knowledgeable when it comes to ensuring children's individual needs are met. Children with special educational needs and/or disabilities are very well cared for. The childminder has thorough plans in place for children who need medication and extra supervision to ensure that they are kept safe and well.
- Children fully experience the community and world around them. The childminder takes regular trips with the children to extend their knowledge about things that interest them. For example, children speak about their trips to the beach and woodlands, where they enjoy hunting for the 'Gruffalo'. The children are particularly interested in animals, so the childminder takes them to animal therapy, where they can get hands-on experience with animals, and learn how to take care of them.
- The childminder understands the impact that the COVID-19 pandemic has had on children and their emotional well-being. As a result, she plans regular activities that involve children being able to engage and interact with others, such as visiting local parks. She also encourages the children to discuss how they are feeling. For example, when children talk about things from home, or when they encounter difficulties, she consistently follows that up with 'how did that make you feel?'.
- Parents and carers are very complimentary about the childminder and the

experiences that she offers. Parents particularly like the home-from-home feel that the setting has, and comment that this has helped their children settle quickly. They appreciate the time that she gives them in order to fully feedback what their children have been learning, and what they will be working on next to continue their development.

- The childminder is very skilled at introducing the children to new language. For example, when the children were exploring the water tray, the childminder used language such as 'barnacles' when discussing the features of sea animals. Children also shared their knowledge of things they had previously learned. For example, they confidently identified the 'squid' and could talk about how it ejects ink when it is feeling 'fearful'.
- The childminder is very passionate about children being able to explore and celebrate who they are as unique individuals. She consciously uses gender-neutral vocabulary, for example, when supporting children to explore the dressing-up resources. This enables children to be comfortable in using any of the resources on offer.
- Children have a vast array of resources and equipment to play with, which support their age and stage of development. However, the environment is sometimes cluttered and resources become difficult for children to select freely. This does not consistently support them to develop their confidence in making independent choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very thorough understanding of her duty to protect the children in her care. She has attended safeguarding training to ensure that she understands the risks to children. For example, she is aware of the risks linked to child trafficking, female genital mutilation and radicalisation. The childminder knows what to do if she is concerned about a child's welfare. There are risk assessments in place to ensure that the setting is safe and suitable for children. The childminder attends statutory training, such as paediatric first aid, every three years, to be able to support the medical needs of the children in her care.

What does the setting need to do to improve?

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

- review and improve the organisation of resources to encourage children to develop greater independence in their play.

Setting details

Unique reference number	EY454383
Local authority	Hampshire
Inspection number	10075297
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	2 to 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	16 May 2016

Information about this early years setting

The childminder registered in 2013. She lives in Lymington, Hampshire. The childminder operates her service for most of the year, all day, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- This was the first routine inspection the setting 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 spoke to the childminder and children at appropriate points throughout the visit.
- The childminder spoke to the inspector about how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022