

Childminder report

Inspection date: 27 January 2023

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 benefit from very positive relationships with the childminder and her assistant. These are respectful as well as caring and affectionate. This helps children to feel very comfortable and secure. Children are taught about the importance of privacy for others. They learn that it is a 'private time' when others use the toilet or have their nappies changed. Children learn about expected behaviours, such as being kind to others. They receive plenty of praise and encouragement, which promotes their confidence and self-esteem effectively. Children enjoy healthy snacks and drinks, such as water to drink and a selection of different fruit. They develop their self-care skills from a young age, for example, they learn to clean their own hands and faces.

Children make their own choices from a good range of toys and resources. The childminder and assistant know the individual children well, which helps them support each child's specific needs effectively. The childminder has a clear awareness of what she wants children to learn over time. She understands how to support children's learning and, overall, the childminder and her assistant promote this securely. Children engage in activities with enthusiasm. They have fun when they use pens to draw and create their own patterns using different colours. This helps children to learn to recognise different colours and develop their small physical skills, including their muscles and coordination.

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

- The childminder understands securely the range of skills and knowledge she intends children to learn and gain. She monitors children's learning closely, such as through observations and assessments. This helps her to identify what children need to learn next. The childminder supports children to make further progress, including closing any gaps they may have in their learning. She is proactive when children need some extra help, providing effective support to meet their individual learning needs successfully.
- Children enjoy a broad range of activities and outings that engage their interest well. They develop a good range of skills and knowledge. For example, toddlers learn animal names and the sounds they make when looking at a book with the childminder. In addition, local outings, including nature walks, support children to observe and hear animals and wildlife. This offers them real life experiences to develop their understanding of the world.
- The childminder and assistant join in with children's play choices well. This helps to build on children's knowledge and understanding, such as learning the words to songs and identifying where to put puzzle pieces. The childminder and assistant mainly promote children's communication and language skills securely. On occasion, they do not enhance this learning further. For example, they

sometimes do not pronounce words correctly or provide a wider variety of language for children to hear and learn.

- The childminder supports her assistant's awareness of their role suitably. She models practice to them and provides appropriate guidance. They hold ongoing discussions about their work and the children's needs, which promotes a consistent approach to supporting children. However, sometimes, the childminder does not fully reflect on her assistant's practice and what they know and understand. At times, this means that the assistant does not receive further support, to help extend their knowledge and skills.
- There are strong partnerships with parents, who praise their children's care and learning experiences highly. They comment that the childminder's service is 'amazing' and 'fantastic', and say she goes 'above and beyond'. The childminder works well with other professionals when they are involved in children's care and learning. This helps to support children's needs effectively. The childminder has not yet made links with all early years settings that children also attend. This does not fully promote a consistent approach to supporting children's needs between them.
- Children thoroughly enjoy their time with the childminder and assistant and confidently approach them, such as for cuddles and reassurance. There are kind, warm and caring relationships established, which means children feel safe. The childminder and assistant are very respectful to children. For instance, they ask for children's agreement, such as asking to put a bib on or to change a nappy. The childminder and assistant guide children's understanding of safe behaviours effectively. They provide consistent boundaries, reminders and explanations. This helps children develop their awareness of recognising and managing potential risks well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their safeguarding roles and responsibilities. They know that they must act on any concerns about children's welfare or in the event of an allegation being raised about them. The childminder and assistant promote children's safety, such as through close supervision of them. They take steps to minimise risks to them. This includes having established boundaries of where children are not allowed, such as the main kitchen area. They manage the care of the pet dogs safely around the children, including promoting respectful relationships between them.

What does the setting need to do to improve?

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

- take steps to build strong links with all early years settings that children attend,

to promote effective continuity of support for children's care and learning

- review the support for children's communication and language development and build further on this, to enhance children's speech and developing vocabulary more effectively
- develop and support the assistant's knowledge and understanding of their roles and responsibilities further, to help extend their skills, knowledge and practice.

Setting details

Unique reference number	EY461932
Local authority	Hampshire
Inspection number	10236164
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2013 and lives in Basingstoke, Hampshire. She offers childminding all day, Monday to Friday for most of the year. She works with an assistant. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Sheena Bankier

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 their evaluation of the provider.
- A tour of the childminder's home was completed and a discussion took place about her learning intentions for children.
- The inspector and the childminder observed her assistant during an activity with the children and evaluated the teaching and learning that took place.
- Discussions were held with the childminder and assistant at appropriate times during the inspection and the inspector interacted and talked to the children.
- The inspector observed and evaluated the impact of children's daily routines, activities and interactions with the childminder and her assistant.
- The childminder and her assistant's understanding of safeguarding was checked and their ongoing suitability to work with children was reviewed.
- Some telephone calls were made to parents to gain their feedback and views about the childminder's service.

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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