

Childminder report

Inspection date: 21 November 2023

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

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

The childminder promotes children's independence throughout the daily routines. She encourages them to open their own lunch box and carry their water bottle to the table at lunchtime. During the day, children learn to wipe their nose and put their tissue in the bin. They put their shoes on and take them off when moving from inside to outside during their play. The childminder encourages children to practise their self-care routines, such as washing their hands before they eat and going to the toilet under supervision.

Children learn about healthy eating. For example, they talk about the pictures of the food they have cut out with their scissors. The childminder supports children in identifying the healthy good ones and the ones that are not so good for them. Children demonstrate they understand the importance of keeping rehydrated by drinking water throughout the day.

There are many opportunities for children to develop their physical skills. For example, babies pull themselves up to standing using the 'tough tray' and use their hands to investigate a range of different textures, such as jelly. Older children thread cereal onto dried spaghetti and use spoons to transfer oats into a cup and stir it around to mix it up. In the garden, they work together to build a bridge using planks of wood, balancing them between two crates and confidently walk across it.

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

- The childminder has completed training to help keep her knowledge updated, for example, about changes to the inspection framework. This helps her to review her practice in line with changes to legislation and guidance. The childminder has also focused on specific areas of practice, for instance, supporting children with autism.
- The childminder uses children's interests, their developmental stage and a range of themes throughout the year to plan and provide the early years foundation stage curriculum. She observes children's progress and completes regular assessments to identify what they do well and where further support is required. The information gathered is used to plan and provide a range of activities to enable children to gain the skills and knowledge they need to move on to the next stage of their learning. However, on occasion, the intent for children's learning is not planned well enough and the childminder is unclear of the skill or knowledge that she wants children to learn.
- The childminder provides opportunities for children to learn about different festivals throughout the year. This helps to develop their understanding of the world. For instance, they have recently taken part in art and craft activities to support their understanding of Diwali. They used chalk to draw patterns outside,

made Rangoli pictures and learn new words such as 'jewellery' and 'henna'. However, there is less focus on how children learn about the different families within the community.

- Children's communication and language skills are well supported. The childminder reads stories to the children throughout the day. They love to choose their favourites from the book box, such as 'We're Going on a Bear Hunt'. They know the story well and recite it using the rhyming words that they are familiar with, such as 'swishy, swashy'. The childminder talks to the children about what they are doing during their play, giving them plenty of time to think about their response.
- The childminder acts as a positive role model, speaking to children in a calm and caring manner. She supports them to learn to share and take turns during their play. Children choose from the toys and equipment that are available to initiate their own play, both indoors and outdoors. The children get excited when new activities are presented, and they confidently ask for their favourites, such as cutting with scissors.
- The childminder seeks parents' views about the service provided. There are displays for parents, so they can see general information. The childminder keeps parents updated with regular messages and photos of their child during their play. When children attend other settings, the childminder works in partnership with the other professionals to target the support children need.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date by attending training. She demonstrates a secure understanding of the procedures to follow when children maybe at risk of harm and if there is a concern about an adult living or working with children. The childminder is aware of potential hazards for younger children and ensures that things such as scissors are kept away from babies. The childminder has pets, including a dog. She ensures that children are supervised at all times when the dog is in the play area.

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 planning of activities to target more effectively what children need to learn and the role of the adult in helping them to achieve, particularly younger children
- enhance support that is provided for children to learn about the uniqueness of individuals and families within their community to promote their social skills and awareness of diversity.

Setting details

Unique reference number	EY470325
Local authority	Hampshire
Inspection number	10307356
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	0 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 February 2018

Information about this early years setting

The childminder registered in 2013. She works in Church Crookham, Hampshire. The childminder operates for most of the year, from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Maria Conroy

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to children to find out what they like to do at the setting.

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 2023