

Childminder report

Inspection date: 10 July 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 arrive happy and settle quickly as they return from a short walk back from school with the childminder. Children feel safe and secure. They demonstrate their excellent knowledge of the daily routine and quickly go to wash their hands. Older children write their names above their pegs as they confidently self-register.

Children behave well. They demonstrate high levels of respect for one another throughout their play. The childminder consistently supports children in learning about sharing. For example, during a fishing game, the childminder explains to children that there are only two fishing rods so they will need to take turns. Children understand this clearly.

The childminder provides interesting activities that fully engage children. She provides them with shells and seaweed, as she wants to provide children with enriching experiences to extend their knowledge of creatures under the sea. Children express their excitement and bury shells in the sand to dig back out with tools such as tweezers. The childminder introduces words, such as 'barnacles', as she actively extends children's language skills. Children have meaningful learning experiences that are focused on their individual stage of learning.

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

- The childminder enriches children's learning through a range of outings and visits within the local community. These support the learning that takes place at home with the childminder to extend children's knowledge and skills. Children regularly visit places such as farms, fruit-picking fields and playgroups. The childminder also enables children to develop their physical skills. They visit parks and practise a range of movements, such as climbing, and learn how to manage risks safely.
- Children are supported to develop their thinking skills as they play and learn. The childminder provides them with a variety of numbered items, such as bowls and toy fish. She offers children suggestions of what they could do with them. She inspires children to think about the numbered item they are playing with and supports children in counting them in and out of the bowl. Children learn about different mathematical concepts.
- The childminder understands the importance of fostering children's personal development. She talks to them about potty training and how to carry out different personal hygiene routines independently. The childminder offers children lots of praise as they successfully use the toilet. Children's emotional security is supported well through the childminder's effective care practices.
- The childminder ensures books are available to promote her intended literacy curriculum. However, children are not regularly supported in engaging with

stories or participating in rhyme or singing activities, for example. This does not support children's love of reading as much as possible.

- Children are highly independent. They fill their water bottles with ease and carefully cut fruit at snack time. The childminder extends this further by offering children plenty of opportunities to complete tasks for themselves. Children are learning important independence skills to support them with their future education.
- The childminder regularly engages in statutory training and keeps her knowledge up to date. She also completes short courses to help her improve elements of her practice. For example, she recently participated in a course to enhance her knowledge of incorporating mathematical learning into her activities. The childminder explains that this has helped her reflect on her curriculum and improved her teaching.
- The childminder's curriculum is broad and balanced and equips children well with the skills they need for future learning. For example, children become deeply engaged as they carefully stick gems onto paper and create artwork for their 'under the sea' theme. The childminder has successfully encouraged children to persevere when tasks initially seem difficult, and they show determination to achieve their end goal. Children try hard and concentrate intently as they accurately cut paper plates with scissors. They are confident to ask for help when they need it and the childminder is close by to support them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear and robust safeguarding procedures in place. She updates her practice regularly and shares information with parents about how she keeps children safe. She reviews this regularly and makes it available to parents. The childminder is knowledgeable about the different signs and symptoms that might lead her to be concerned about a child. She understands the local authority reporting procedure she must follow in this instance. The childminder regularly engages in training to further her understanding of different types of cultural abuse, such as female genital mutilation. She completes thorough risk assessments to ensure children are kept safe, especially on new outings.

What does the setting need to do to improve?

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

- increase the amount of opportunities available to children to explore books and have stories read to them, to further promote a love of reading.

Setting details

Unique reference number	EY484512
Local authority	Hampshire
Inspection number	10301702
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 January 2018

Information about this early years setting

The childminder registered in 2015. She lives in the Waterlooville area of Hampshire. The childminder operates all year round, Monday to Friday. The childminder has a level 3 qualification in childcare. Funding is accepted for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Nicola Houston

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 and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children to find out about their time 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.

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