

Childminder report

Inspection date: 21 October 2021

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 develop very good relationships with the childminder and her co-childminder. They are happy, safe and secure in the warm and homely environment. Children show high levels of self-esteem and make independent choices in their play. The childminder provides an inclusive environment where all children and their families are welcome. Children have great fun as they learn and join in with activities. The childminder encourages children to be independent. Children successfully develop the skills they need for the next stage in their learning. For example, they dress and undress themselves for outdoor play. Children also enjoy the responsibility of carrying out small tasks, such as helping to lay the table ready for mealtimes.

Children engage effectively in conversations with the childminder. The childminder supports children's communication skills well. She listens with interest and values what they have to say. Subsequently, children develop good speaking skills. They talk confidently about their previous experiences, such as going on holiday and eating croissants.

Children's behaviour is good. They play well together and understand the need to share and take turns. The childminder gives them meaningful praise for their good behaviour and individual efforts. This helps to support children to develop a positive sense of themselves.

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

- The childminder closed her provision for a period during the COVID-19 pandemic. She stayed in touch with families and shared video messages to support children while they were absent. This helped children to settle back in quickly on their return.
- The childminder knows the children well and is aware of their interests and abilities. She monitors their progress over time. This enables her to check that they are making good progress and identify any gaps. She has effective systems in place to support children with special educational needs and/or disabilities. The childminder understands the procedures for accessing further support from other agencies.
- The childminder focuses well on supporting children's development across all seven areas of the curriculum. She joins in with their play, reinforces what they know and extends their skills further. This helps them to remember more and gain further knowledge. However, on occasion, her enthusiasm to teach children results in her becoming overly attentive. For example, during some activities, such as role play, she interrupts children's play to ask them questions. This prevents children from developing their individual spontaneity and exploration

skills.

- Overall, the childminder knows what she wants children to learn from activities. For example, she plans a threading activity to help children to develop their physical skills and think of their own ways of doing things. However, sometimes, the childminder does not focus her teaching on helping children to develop these skills. This means that the learning intention is not always fully explored.
- Children have a positive attitude to their learning. They take part in activities with enthusiasm and excitement. Children develop a love of books. They listen carefully and attentively as the childminder reads stories to them and accurately predicts what might happen next. The childminder uses stories to help children to gain an understanding of how to keep themselves safe. For example, she reads age-appropriate books to children to help them to develop an understanding of online safety. Children learn about the importance of listening to adults and not talking to strangers.
- Children develop a good understanding of healthy lifestyles. The childminder encourages them to follow good hygiene routines, including regularly washing their hands. She teaches children about oral hygiene, for example by providing resources to enable them to practise cleaning teeth. Children are keen to play outdoors. The childminder ensures that they have lots of opportunities to be physically active, such as through regular visits to local parks. This helps to support children's overall health and mental and physical well-being.
- Partnerships with parents are good. The childminder has developed good relationships with parents. She gathers information from them prior to children starting. This is used to help children to settle and ensure that the learning opportunities meet their current needs and interests. Parents report that the childminder and her co-childminder are kind, caring and nurturing. They describe the environment they provide as 'home from home'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, including wider safeguarding issues, such as child exploitation and female genital mutilation. She knows the relevant agencies to contact for guidance. The premises are secure, and the childminder completes daily checks of the indoor and outdoor environments to ensure that they remain safe.

What does the setting need to do to improve?

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

- focus teaching more precisely on the intended skills for children to learn during planned activities, to help them make the best possible progress

- give children more opportunities to play independently to support their imagination, self-expression, concentration, exploration and spontaneity.

Setting details

Unique reference number	EY484594
Local authority	Hampshire
Inspection number	10210534
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 June 2017

Information about this early years setting

The childminder registered in 2015. She operates from the home of her co-childminder in Hook, Hampshire. The childminder operates for most of the year from 7.30am to 5.30pm, Monday to Thursday. The childminder holds a qualified teacher qualification at level 6. She provides funded early education for three-year-old children.

Information about this inspection

Inspector
Ingrid Howell

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 her evaluation of the setting.
- The inspector carried out a joint observation with the childminder and discussed the quality of teaching.
- The inspector asked the childminder questions throughout the inspection to establish the childminder's understanding of how to safeguard children, and how she assesses and plans for children's learning.
- The inspector observed interactions between the childminder and the children and considered the impact on their learning.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance.

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 2021