

Childminder report

Inspection date: 13 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop their physical strength and agility in a variety of different ways. For instance, they enjoy climbing on challenging pieces of equipment in local play areas. They take part in group exercise sessions and enjoy regular walks in the community. Children demonstrate that they feel safe to explore their surroundings. On the day of the inspection, young children spontaneously searched for their favourite toys. They carried them to a carefully chosen space and played alongside friends. The childminder focuses on building children's knowledge across the curriculum using an array of fun activities. This was evident when children confidently talked about the type of natural resources they had collected recently as part of a printing project. They spoke proudly about their own contribution to the group activity and declared which parts of the poster they had painted. The childminder knows that some children take longer to adjust when they return after a prolonged break in care. She offers children reassurance, giving them hugs when they need it. She is continuing to develop opportunities for children to share their feelings in a range of ways. Children care about the well-being of friends. For example, an older child reminded a younger child to wash away the dirt around their finger nails to reduce the spread of germs.

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

- The childminder teaches children how to maintain a healthy diet. She encourages them to eat an array of vegetables and provides them with nutritious lunch choices. Children play an active role in sourcing their own food. For example, the childminder shows them how to grow herbs. Children enjoy experimenting with taste and smell while learning more about life cycles.
- Children show an interest in books from an early age. The childminder shows very young children how to carefully turn the pages. They enthusiastically spot favourite characters and discuss what they can see. Older children ask detailed questions and recite parts of the book that are familiar to them. All children sustain attention as they listen carefully to the childminder reading stories.
- The childminder continually strives to increase the quality of her practice and to bring about improvement. She works closely with her co-childminder to strategically plan daily activities and to carefully build on children's knowledge. The childminder is proud of the fact that children are very confident to voice their opinions and make choices. However, she would like to provide more chances for children to freely express their emotions and to talk about how they are feeling.
- Strong partnerships with parents are vitally important to the smooth running of the childminder's provision. The childminder recently accessed learning to develop her expertise in this area. She regularly contacts parents to discuss changes in children's routine, share news and comment on their progress. In

addition, she offers parents advice when they ask for it. For instance, the childminder talks to parents about how they can support children's growing speech skills at home.

- The childminder establishes effective links with local schools to share relevant information about children. However, she does not always communicate effectively with staff at other early years settings to share details about children's learning. This means that sometimes she is not able to gain other practitioners' views about children's learning and development.
- Children are in good routines and they clearly understand the boundaries in place at the childminder's home. They demonstrated this as they danced around the living room collecting toys and placing them in the appropriate boxes. Children collaborated with each other as they quickly completed the task in hand.
- The childminder provides access to plenty of writing resources so that children can practise making marks in different ways. Children thoroughly enjoy developing their skills. This was evident as they stretched out and drew chalk pictures on the patio. Others concentrated as they carefully followed the outline of their name with pencils. Children are excited to learn different skills and are well prepared for the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder accesses a broad array of suitable child protection training and reads literature about related topics. She is knowledgeable about wider issues that can affect children, such as extreme views and behaviours. The childminder knows precisely how to report any concerns about children to relevant professionals, in order to protect children from harm. The childminder shows children how to keep themselves safe when they are out in the local environment. For instance, she models how to safely walk near busy roads. Children listen well to her and learn how to risk assess activities for themselves.

What does the setting need to do to improve?

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

- develop links with staff at other early years settings children attend, to share information and build the strongest picture of children's learning and development
- increase opportunities even further, for children to fully express their feelings and emotions.

Setting details

Unique reference number	2506685
Local authority	Hampshire
Inspection number	10191745
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Petersfield, Hampshire and provides care for children Monday to Friday, from 7.30am to 6pm, for most of the year. She claims early years education funding for children aged three and four years. The childminder holds a level 3 early years qualification. She regularly works with her daughter, who is her registered co-childminder.

Information about this inspection

Inspector

Julie Bruce

Inspection activities

- This was the first routine inspection the setting received since the 2020-2021 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together. They discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about toys they play with when they attend the childminder's home.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed teaching. She talked to the childminder about how she evaluates her provision.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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