

Childminder report

Inspection date: 26 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

The childminder has high expectations for all children attending. She regularly sings action rhymes with children to support the ways they hear language. Children confidently show that they understand the actions to 'Head, shoulders, knees and toes'. Children enjoy mark-making activities that support their physical development. The childminder provides a range of sensory play resources to promote this. In particular, children make good use of the laminated paper and painting pens to help identify the marks they make. The childminder is keen to introduce children to different forms of literature. For instance, children can easily access books to look at independently or read with the childminder. She is proactive in how she uses books for many purposes. For example, the childminder uses non-fiction books about dinosaurs to extend an activity as children search for buried prehistoric animals. Children have a warm bond with the childminder and her assistant. They demonstrate that they feel happy, safe and secure. Children are kind to each other and often give cuddles. Their behaviour is exceptional at all times. Children are always keen to join in with the activities and to try new things. They show confidence and are developing good social skills.

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

- The enthusiastic childminder provides a vast range of activities indoors and outdoors. Generally, she has a good understanding of her curriculum for children's learning across all seven areas. However, sometimes, she is not as precise about her intentions for what exactly she wants children to learn and how she will achieve this. For example, overall, she supported children to learn how to pour and empty, using rice first and then water. However, the learning area became crowded. Some children were more interested in pouring water on the floor, rather than developing their coordination skills. Nevertheless, children engaged well and were eager to take part because they enjoy playing with water. A child extended learning for themselves during an activity. This clearly shows that children are confident to access resources independently and make choices about what to do.
- Children thoroughly enjoy playing outdoors. The youngest of the children explore happily in the childminder's garden. They enjoy water play activities and practise their physical skills by getting in and out of sit-on cars. The childminder is mindful to provide a commentary during children's play to promote the language and vocabulary children hear. She introduces new terms and phrases alongside words that are familiar to them. However, at times, she does not provide enough gaps in this communication so that children have time to think about what they are doing and be more curious about what happens next.
- The childminder and her assistant interact warmly with children, who are active learners. As the childminder reads a book about dinosaurs, children encourage

her to make 'roar' noises, which makes them laugh. Likewise, the youngest children benefit from a range of verbal communication during small-world play as the childminder uses animal noises to keep their attention. All children play well alongside one another. They learn about sharing and taking turns from an early age.

- In line with adaptations made during the COVID-19 (coronavirus) pandemic, children part from their parents at the back door. Children arrive content, demonstrating their security in the childminder's care. Young children have a clear knowledge of their routines, such as washing their hands and using sanitiser gel before starting their play. Children show an awareness of others. Mealtimes are very sociable and children enjoy healthy and nutritious foods.
- The childminder is proactive in how she updates her skills. She maintains a positive partnership with her assistant to ensure they are both up to date in training and in regard to any changes in practice. They meet regularly to discuss curriculum ideas and the achievements of individual children.
- Parents are positive about the care their children receive. They state that their children's speech is improving all the time and that they receive ideas for learning at home. They add that children enjoy attending and have a lovely relationship with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her responsibilities to safeguard children. This includes her understanding of her role in working with an assistant. During the inspection, the childminder responded confidently to questions and scenarios to assess her awareness of safeguarding matters. She knows what to do if an allegation is made about her and the procedures to follow if she has a concern about a child in her care. The childminder adheres to her robust policies, procedures and risk assessments to promote the health, safety and well-being of children attending.

What does the setting need to do to improve?

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

- focus the curriculum more to consistently build on what children can already do
- give children more time to think and be curious about what they do and say.

Setting details

Unique reference number	EY556775
Local authority	Hampshire
Inspection number	10175213
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	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Overton, Basingstoke, Hampshire. The childminder holds a relevant childcare qualification at level 3. The childminder works with her sister, who is her registered assistant. The setting opens all day, each week day for most of the year.

Information about this inspection

Inspector
Aileen Finan

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 setting.
- The inspector and the childminder completed a learning walk together. They discussed how the childminder plans her curriculum and how she works in partnership with parents and others who share the care of children attending.
- A joint observation was undertaken. The inspector took time to assess how the childminder supports her assistant in her role and how they update their skills and knowledge.
- The inspector spoke with children as they engaged in their play. She spoke with parents on arrival and read written feedback from parents to assess their views of the setting.
- Relevant documentation was sampled and scrutinised to ensure the childminder was meeting the requirements of the early years foundation stage.

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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