

# Childminder report

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Inspection date: 13 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and engage well in their play at the childminder's setting. They communicate effectively as they design and construct with bricks. Children show high levels of perseverance as they keep on trying to fix a roof to their garage. They are self-motivated and enthusiastic learners and clearly demonstrate that they feel safe and secure in the childminder's care.

Older children are respectful and caring towards younger children. They know the boundaries and respect what the childminder asks them to do. Children develop good manners and generally behave well. For example, they show a can-do attitude as they make their own lunches. Children make choices and decisions and independently construct their sandwiches and wraps. Mealtimes are social occasions. They are clearly enjoyed by the children as they chat to each other, the childminder and her assistant. Children develop good levels of communication and social skills.

Children are developing the skills to be able to share resources and take turns, with support. They learn about listening to others and considering their feelings. Children learn many skills to support them to move on to the next stage in their education.

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

- The childminder is clearly passionate about her role to support children's well-being and learning. She is proactive in keeping her skills and knowledge current to help provide the support children need for their learning and development. The childminder has strengthened her understanding of how children's speech develops. She uses this knowledge to plan activities to help the children she cares for. For example, she uses songs and stories to introduce children to new words and support the development of their spoken communication skills.
- The childminder and her assistant work together effectively to support the children they care for. The childminder ensures her assistant is kept fully informed of any changes to good working practice. Children happily play with the childminder and her assistant. They snuggle in for comfort and to share stories. Children's emotional well-being is clearly supported through the respectful relationships that the children and adults have.
- Both adults are positive role models for children. The childminder and her assistant promote handwashing before eating and healthy choices for meals. Children benefit from uninterrupted time to play and learn. They are physically active outdoors, running, throwing and kicking balls, and enjoy a healthy and active lifestyle.
- Parents state that the childminder is an 'excellent communicator' and they

comment very positively on the support and advice they receive. They comment that the childminder really understands their children and helps their learning through play in an age-appropriate way.

- The childminder has established strong and effective working partnerships with other settings that children attend. A common shared approach to children's care and learning ensures high levels of continuity for children.
- The childminder promotes children's early reading skills well. Children can borrow books to take home and share with their families. They have many books to choose from, helping them to develop a love of reading from an early age.
- Children can freely access a good range of resources that help to support their learning. The childminder reflects on what children like to do and play with and ensures there are suitable resources to spark their learning. Occasionally, however, older children discard resources all over the floor and the childminder does not talk to them about how this can make it difficult for younger children to explore the space safely.
- The childminder has a clear understanding of the skills she wants children to develop before they move on to school. There is a strong emphasis on developing children's personal, social and emotional skills. However, at times, the childminder needs to step in when children need help to manage their behaviour. Children can become upset with each other when sharing toys.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of their role to promote children's welfare. They know what actions to take and where to seek help if they have any concerns about children or their families. The childminder and her assistant attend regular training to keep their knowledge of child protection and wider safeguarding issues current. The childminder ensures the premises are secure and the learning environment is clean for children to play in.

## **What does the setting need to do to improve?**

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

- help children to fully understand the importance of caring for the learning environment
- give children further support to help them to manage their own feelings and emotions.

## Setting details

<b>Unique reference number</b>	EY556596
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10174870
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Bishops Waltham, Hampshire. The childminder provides care from 7.30am to 6pm on Monday, Tuesday, Thursday and Friday, and from 7.30am to 9am on Wednesday throughout the year. She receives funding for free early years education for children aged two, three and four years. The childminder works with an assistant.

## Information about this inspection

### Inspector

Emma Dean

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector all areas of the house used for childminding and explained the curriculum she provides for children to support their learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector took note of written views from parents and spoke to the childminder, her assistant and the children throughout the inspection.
- The inspector sampled documentation, including suitability checks.
- The childminder and inspector held discussions relating to children's learning and development.

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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