

# Childminder report

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Inspection date: 26 August 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 form strong bonds with the calm and nurturing childminder. She greets them warmly when they arrive. Children show that they feel safe and secure as they go happily to play. They quickly find their choice from activities that use their interests to motivate learning. Children build on their skills and knowledge through the sensitive interactions of the childminder. For example, as they choose toy cars, she encourages them to count, sort and match colours, shapes and sizes.

Children demonstrate their love of books as they eagerly find their favourite stories. They snuggle onto the childminder's lap and focus intently on her animated reading. They learn new words, such as 'helter-skelter', and remember previous learning about 'big and little'. Children are encouraged to join in with familiar phrases. They answer questions, predict what happens next and show very good understanding of the story.

Children behave very well. They learn to listen carefully to the childminder and follow her example of being kind to others. Even the youngest children share and take turns. They quickly put away toys when asked, to keep the playroom tidy for the next activity. Children explore the homely environment with growing confidence. They move freely between indoors and the garden, taking toys to where they wish to play. Children are constantly engaged in meaningful play.

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

- The childminder uses clear speech to describe children's play and ask questions. She skilfully encourages conversation and challenges children's thinking. Overall, children respond well to her interactions. However, at times, the childminder directs children's activities too much. This prevents children from leading their play and solving their own problems.
- Spontaneous opportunities are used well to support children's curiosity. They listen carefully and talk about the sounds they hear. For example, children are excited to hear the recycling lorry reversing outside. They discuss what it is doing and take rubbish to be recycled. This helps children to learn to care for the world around them.
- Children have a good range of opportunities to develop control of their bodies. For example, younger children learn to sit at the table for meals. They go up the steps of the slide and throw balls into a net. Regular walks to the woods or park give children exercise and additional learning opportunities. They learn about their wider community and begin to understand the differences between themselves and other people.
- The childminder works effectively with other professionals, such as the teachers at the pre-school that some children attend. She frequently discusses children's

progress with them and agrees the next stage in their development. This helps to support and complement children's care and learning.

- Children begin to link the letters of their name with the sounds they make. They practise mark making in a range of enjoyable ways, such as painting. They gain good control of their finger muscles needed later for writing. For example, they persevere at peeling oranges for snack. However, the childminder has less knowledge of how to teach letter sounds and correct letter formation. This means children may have difficulties with these in the later stages of education.
- Children make good progress. The childminder monitors their progress carefully and plans the next steps in their learning and development. She places great emphasis on helping them to be confident and learn the social skills they will need for nursery or school. She provides parents with regular information about their child's development, including a detailed report when they are two years old.
- Partnership with parents is strong. Parents say the childminder is very caring. They value highly the support to help children through milestones, such as removing dummies. The childminder kept in touch during the COVID-19 (coronavirus) pandemic period of lockdown. For example, she shared toys and online ideas for home learning.
- The childminder consistently praises and encourages children to take pride in their achievements, which helps to build their self-esteem. For example, children explored magnets and shapes as they built models. They named triangles and matched squares, carefully fitting pieces together. When they had finished, children stored their models carefully to show to parents later.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms that might indicate neglect or abuse of children. She understands the procedures to follow and who to contact should she have any concerns about children's welfare. The childminder supervises the children carefully. She checks each day that the toys, premises and garden are safe and takes action to minimise any risks found. No unauthorised person can enter the house or garden. Children know how to manage appropriate risks, such as using the stairs safely by holding the banister. The childminder follows good hygiene practices, ensuring the children wash their hands regularly.

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

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

- improve teaching skills to give children more time to follow their own ideas, and solve problems for themselves, as they play
- explore ways to improve teaching skills further and link to improving outcomes

for children's learning, particularly in writing and linking letters and the sounds they make.

## Setting details

<b>Unique reference number</b>	2508837
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10191746
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in February 2019. She lives in Emsworth in Hampshire. She is open Monday to Friday from 8am to 6m. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Sue Suleyman

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic and took this into account in her evaluation of the provider.
- The childminder gave the inspector a tour of all areas of the home that she uses for childminding and discussed the curriculum provided.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The views and opinions of parents and children were taken into account during the inspection.
- The inspector viewed a sample of documents, including evidence of the childminder's suitability to work with children.

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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