

Childminder report

Inspection date:

27 September 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 are happy, confident and well cared for. The relationships they develop with the childminder are nurturing and support children's good social skills. Children behave well and learn how to be kind. They are considerate of the differing needs of their friends as they play together. For instance, children learn how to take turns with favourite toys and use good manners as they say 'please' and 'thank you' in their conversations. The focus of supporting children's emotional well-being and security is a theme in children's learning experiences. Children develop good levels of self-esteem.

Children enjoy learning and concentrate well during activities that interest them. They benefit from being able to independently choose from a well-displayed range of toys and resources which support them to explore and discover through play. For instance, on the day of the inspection, toddlers learned how to turn on and off the light button on their magnifying glass. They shared this new knowledge with the inspector, to teach her what they have learned. Toddlers and babies develop good language skills. They speak confidently and learn how to pronounce new words. For example, babies learn how to say 'duck' and smile with sheer delight as they practise saying the new word they learn.

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

- The childminder creates a warm and welcoming environment for children and their families. Parents and children speak very highly of the childminder and her warm and friendly personality. During the COVID-19 (coronavirus) pandemic, the childminder has maintained effective ongoing telephone and online contact with the children and their families. The childminder has recorded videos and suggested and provided activity ideas. As a result, children's return to the setting has been successful.
- Children benefit from a language-rich environment, which supports their communication and language skills well. The childminder captures opportunities for children to learn new words and their meanings, as she weaves new learning skilfully as they play. For instance, as children make dinosaurs out of modelling dough, the childminder helps toddlers to learn about a dinosaur's 'spine' as she clearly explains what this new word means and helps children to pronounce the new word correctly.
- The childminder has a good understanding about the curriculum she provides for children. Teaching is good and opportunities to build on what children know and can do are a recurring theme in learning activities that children take part in. The childminder recognises that some aspects of her planning need to be focused more precisely on what she wants children to learn next, to help them achieve at the highest levels.

- Children develop good physical skills and a can-do attitude towards doing some age-appropriate things for themselves. Babies learn how to drink from cups, and toddlers confidently and safely climb steps to wash their hands at the sink before they eat. The childminder recognises the benefits of children's growing independence and successfully helps children to develop skills that will support their future learning well.
- The childminder promotes mathematical skills well in her setting. She skilfully weaves opportunities to teach younger children to count confidently, to experiment with weighing and measuring and to use mathematics confidently and purposefully as they play.
- The childminder takes a professional approach to developing her practice. She reflects on areas she wants to improve and how she can continue to develop her setting. She seeks the views of parents and children and makes changes based on their views. For instance, she has sought a wider range of books tailored to older children's interests and developed her 'outside playroom'. The childminder completes training to develop her teaching skills. However, she has not fully considered how she can gain the skills and knowledge that will be the most useful in helping her to support the children who attend to make the best possible progress.
- The childminder teaches children about the importance of different people, communities and traditions. She helps children to learn about the make-up of different family units. Children benefit from learning about the diverse world they live in and how to respect and value the uniqueness of themselves and their friends. These positive attitudes prepare children very well for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She maintains a safe and secure environment for children. She supervises children at all times, including when they are eating. The childminder makes good use of safeguarding training to keep her knowledge of child protection up to date. She knows how to identify concerns about children, including wider safeguarding concerns, such as female genital mutilation. She understands wider aspects of safeguarding, such as the 'Prevent' duty. The childminder knows how to report concerns about children to keep them safe.

What does the setting need to do to improve?

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

- review and develop ongoing planning to focus more precisely on what children need to learn next

- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

Setting details

Unique reference number	EY553877
Local authority	Hampshire
Inspection number	10143640
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	1 to 12
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Fair Oak, Hampshire. She operates for most of the year from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder discussed with the inspector her learning intentions for children, how the curriculum is implemented and the impact this has on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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