

Childminder report

Inspection date: 4 October 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 warm, trusting relationships with the childminder, who is kind and caring. They benefit from a safe and well-resourced environment, where toys and resources support their individual interests. For instance, children excitedly choose musical instruments and enjoy learning how to tap the xylophone to experiment with the sounds they can make. Toddlers learn how to share toys and resources and how to take turns with their friends, as they wait patiently. For example, toddlers enjoy taking turns with the 'kettle' as they make 'cups of tea'. Children enjoy involving the childminder in their play and relish her joining in with their imaginative play.

Children develop good physical skills. For instance, they learn how to wash and dry their hands before they sit to eat meals and snacks. Opportunities for children to experience a language-rich environment support children's communication and language skills well overall. Younger children enjoy sharing favourite picture books, such as when they point out and learn about the names of different types of vehicles. They develop good listening and attention skills and focus well in activities that interest them. Children make good progress in their learning and development. They are developing the skills they need for their future learning.

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

- The childminder promotes younger children's literacy skills well. She provides a wide variety of books for children to choose from. Toddlers confidently handle books. They learn how to turn pages as they seek out and touch the different textures in the books they select. The childminder uses these opportunities to model new language, and children master good attention skills as they develop a real love of favourite books. For instance, toddlers explore the 'bumpy' and 'cold' monster's tummy as the childminder reads to them, and she introduces new words well.
- During the COVID-19 (coronavirus) pandemic, the childminder has adapted how she helps new children to settle into her home. She has successfully adapted how she works closely with parents to share information about their children, to help promote consistency from their home to hers. Parents comment on how smoothly children transition from home to the childminder's care. They say that the childminder offers their children comfort and reassurance when their children come to her home and takes account of what their current interests are when providing activities.
- Children make good progress in their personal, social and emotional development. The childminder places a strong focus on helping children learn to play nicely together. She develops younger children's understanding of boundaries and helps them learn how to value and respect the differing needs of

their friends. For example, she sensitively supports children to take turns and share toys, and she teaches children about the importance of using 'kind hands'.

- The childminder uses her regular observations of children to plan an interesting and varied curriculum which is tailored to their individual interests and abilities. She checks children's ongoing progress and uses this to help her plan for their future development. However, at times, her planning is too broad and does not focus precisely what she wants children to learn next.
- Children develop a can-do attitude to learning how to do some age-appropriate things for themselves. For instance, as toddlers hear the 'tidy-up song', they eagerly pick up and put away toys they have been playing with, in readiness for snack time. Children learn to feed themselves competently and develop good levels of confidence in their growing abilities.
- The childminder takes a proactive approach to keeping her knowledge and skills up to date. She reflects on her practice to identify where she can make improvements. For instance, since her registration, she has developed her garden area to support those children who prefer to learn outdoors. The childminder reviews her own teaching skills to build on her professional development. She identifies that there is further work to do on her programme of professional development to extend her knowledge of supporting younger children's communication and language skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for children to play and learn. She carries out regular visual checks of her home to identify and remove any risks to children and keep them safe. The childminder has a good understanding of safeguarding and makes good use of new training to keep her knowledge up to date. The childminder knows how to recognise signs and indicators of abuse, including wider safeguarding concerns, such as female genital mutilation. She knows who to contact if she has welfare concerns and how to report these to the appropriate authorities.

What does the setting need to do to improve?

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

- review learning intentions, to focus more precisely on what children need to learn next
- strengthen professional development to enhance knowledge of how to support younger children's speaking skills.

Setting details

Unique reference number	EY556907
Local authority	Hampshire
Inspection number	10190263
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 0
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Basingstoke, Hampshire. She operates for most of the year from 7.30am to 5.30pm, 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 that into account in her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2021