

Childminder report

Inspection date: 6 October 2021

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| 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 strong bonds with the childminder and her assistant. The warm, trusting relationships support children's personal development well. Children enjoy cuddling up with the childminder to share favourite stories. They develop strong friendships with each other and show kindness and respect, as they play together well. Children's behaviour is good. Opportunities for older children to learn how to negotiate their thoughts and ideas with peers, help them to develop the skills they need for future learning. Children demonstrate that they feel safe and secure in the childminder's care.

Children benefit from a wealth of opportunities to be physically active. They enjoy climbing, balancing and taking part in play, which presents them with risk and challenge. High expectations for their independence, help children to be confident and capable in their physical skills. For instance, younger children learn how to climb the steps safely to the slide. Older children use knives carefully to cut up their fruits at snack time. The organisation of daily routines enable children to manage the majority of their personal needs independently. Younger children learn how take off and put on their shoes, as they move from indoors to outside. Older children recognise when they feel warmer outdoors and take off their cardigans and hang them up.

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

- During the COVID-19 (coronavirus) pandemic, the childminder has expanded her setting. She has employed an assistant who shares the childminder's passion for good quality learning experiences for children. The childminder has extended her outdoor space, to support those children who prefer to learn outside. Parents speak highly of the childminder and how she has adapted the way she communicates with them, to keep them informed of their children's daily activities and progress.
- Children behave extremely well. The childminder and her assistant are kind, caring and respectful of the children they care for. In return, children learn how to be kind and considerate. They share toys and resources and play very happily together. This contributes to the happy and harmonious environment children play and learn in.
- The childminder has high expectations for children. Her Montessori philosophy and ethos of creating an inviting environment, where children's individuality is valued and respected, is evident in all that she does. Her curriculum is well planned and takes account of children's individual interests. Teaching is good. Activities are provided to invite children to lead their own learning. Children listen carefully and focus well in activities that interest them.
- Opportunities for children to explore and develop their creativity are a strength

of the childminder's practice. Children enjoy using a variety of materials, such as paint, chalks and felt, to explore and develop their own ideas. Children enjoy being creative, they learn how to use tools confidently and gain good control of their hand-muscle skills. This helps support children to gain the pre-writing skills they need for future learning.

- The childminder takes a professional approach to developing her practice. She reads widely around childcare and education and makes good use of online courses to broaden her knowledge. She completes regular supervisions of her assistant and uses conversations to share ideas and knowledge. The childminder aims to further develop the skills of her assistant, to extend her good teaching skills to a higher level.
- Children benefit from opportunities to learn about the wider world. For instance, they learn about festivals and celebrations that are special to their families and those outside of their own experiences. The childminder helps children learn about respecting and valuing themselves and other people. For instance, children create artwork for the nightshelter in their community. Children are learning about life in modern Britain and the world in which they live.
- Children benefit from a language rich environment, which supports their developing communication skills. The childminder narrates the play of younger children, giving them clear words to hear, and models the correct pronunciation of words for older children. For instance, children learn about how their dress is made of corduroy as they repeat back the word clearly. However, at times, opportunities to develop quieter and less confident children's speaking skills are not fully explored, to help them share their wishes, thoughts and ideas more consistently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe and secure environment for children to play and learn in. She checks the indoor and outdoor areas that children use, to identify and remove or minimise risks to keep them safe. Safeguarding roles and responsibilities are understood well by the childminder and her assistant. They know how to identify and report concerns about children's welfare, to keep them safe. The childminder's recruitment procedures are robust, this ensures the suitability of those who work with children, including on an ongoing basis.

What does the setting need to do to improve?

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

- capture more opportunities for quieter, less confident children to engage in activities, which further their speaking skills
- focus more precisely on the development opportunities for assistants, to raise

the good quality of their teaching to an even higher level.

Setting details

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| Unique reference number | 2505613 |
| Local authority | Hampshire |
| Inspection number | 10191787 |
| 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 5 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2019 and lives in Winchester, in Hampshire. The childminder is open term-time only, Monday to Thursday 9.30 am until 2.30pm. She holds a level 4 Montessori qualification in early years and childcare and works with a qualified assistant. The childminder uses the Montessori approach in her teaching and learning.

Information about this inspection

Inspector

Tara Naylor

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 with the childminder, and has taken that into account in her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of an activity with the childminder.

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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