

# Childminder report

---

Inspection date: 2 November 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 settled at the childminder's home. They confidently explore their surroundings, making choices about what to play with from the good range of activities available to them. Children feel safe and secure and are extremely confident in this warm and caring environment. They show excitement in the activities on offer and show enthusiasm as they independently make choices about what they would like to do.

Children are engaged in purposeful learning, which is supported by good-quality teaching. The childminder knows the children in her care well. She plans and provides a varied curriculum to help them build on their skills over time. This prepares them well for their future. Children behave well overall and play happily alongside the childminder. They benefit from a good amount of praise and encouragement, which helps to develop their self-esteem and confidence.

Children have good opportunities to build on their physical development. For example, they enjoy making marks on a drawing mat and are developing strong negotiation skills as they climb and explore equipment at the local parks. Children develop good communication and language skills. For instance, the childminder consistently interacts with the children and introduces new vocabulary to help them understand new words and their meaning.

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

- The childminder has a good awareness of how the children are developing from their starting points. She successfully interweaves learning into children's self-chosen play to help them continue to develop. For example, children learn to count and understand the concepts of size as they explore with dough. The childminder talks to them about the shapes they are forming and the number of spikes they have created.
- Children are given many opportunities to be creative and investigate resources which support their sensory development. For instance, children are excited to explore 'real' food when playing with the tea set and enjoy the aromatic smells of flavouring as these are used in the dough.
- The childminder is a good role model to the children. She uses good strategies to reinforce positive behaviour. For example, the childminder is calm and gives children regular praise for their efforts and achievements. However, on occasions, she does not always help children to understand the effects of their behaviour and why some things cannot be done. For example, how they should sit on a chair and why it is important to share.
- Children are developing a good understanding of the world we live in. For example, the childminder plans activities to help children develop their

awareness of religious festivals throughout the year. She helps children to learn about where foods come from as they plant carrots and tomatoes from seeds. Additionally, children are taken out in the community to develop their awareness of the differences in the seasons. This helps to build children's knowledge of the wider world.

- The childminder consistently communicates well with the children. She responds to the noises younger children make and makes good use of these opportunities to introduce new words. Children enjoy singing sessions with the childminder. They show excitement and a good understanding as they follow the actions to the familiar songs.
- Partnerships with parents are positive. The childminder ensures that she shares information with them regularly about their children's day and their learning and development. However, the childminder does not actively gather parents' views to contribute towards the evaluation of the provision and to help shape improvements.
- The childminder maintains good safety routines when children are eating and when sleeping. For instance, she always remains with them at these times to ensure that they are safe.
- The childminder understands the importance of teaching children good hygiene routines. For example, she talks to the children about the importance of handwashing before eating.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has a good understanding of the process she must follow if she has concerns about a child's welfare and is confident on who to report those concerns to. In addition, she is aware of wider child protection issues, such as exploitation, extremism and radicalisation. The childminder ensures her training is kept up to date and understands the importance of this. She provides a safe and secure environment for the children's play. For example, the premises are secure, clean and maintained well. The childminder knows and understands the procedures when children have an accident or injury, including making records and sharing details with parents.

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

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

- build on the good behaviour management strategies to help support children's understanding of the rules and boundaries even further
- involve parents in the evaluation of the effectiveness of the provision and use their feedback to help shape improvements.

## Setting details

<b>Unique reference number</b>	EY555702
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10190196
<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>	2 to 9
<b>Total number of places</b>	2
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Andover Hampshire. The childminder operates on weekdays from 7.45am until 6.15pm throughout the year.

## Information about this inspection

### Inspector

Tracy Bartholomew

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder explained her curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021