

Childminder report

Inspection date: 8 November 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 enjoy the time they spend at the childminder's home. They develop good relationships with the childminder, who creates a happy and safe environment for them to play and to learn. Children behave well. They learn how to share and to take turns with favourite toys and resources as they play with their friends. Children develop a strong sense of independence and confidence in their own abilities. For instance, as younger children get ready to go outside, they put on their coats and fasten their shoes.

The childminder organises a broad curriculum which takes account of the differing needs of children she cares for. Children make good progress in their communication and language skills. Younger children benefit from a language rich environment. They practise saying new words they hear in conversations with the childminder and their peers. Older children talk with confidence and share their thoughts and ideas well. For instance, as they create their leaf collage, they talk about collecting them and how 'the leaves have fallen because it is autumn'. Opportunities for children to develop good mathematical skills mean that children count with confidence, recognise shapes and are able to use mathematics purposefully in their daily routines. These skills help children to be ready for their future learning.

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

- The childminder provides a warm and welcoming environment for the children she cares for. The bonds established between the childminder and the children are kind and respectful. The childminder values children's views, ideas and suggestions. She knows and understands the differing personalities of each child and tailors their care according to these unique needs. As a result, children learn how to be kind, caring and respectful of each other's needs, as they play together.
- Children benefit from good opportunities to develop their physical skills. The childminder encourages children to take age-appropriate risks. She talks to them about how to keep themselves safe, as they take part in active play. For instance, as younger children climb the step wall to the slide, she supervises them closely, and she praises them as they persevere in more-challenging activities. Older children develop good-coordination skills. They learn how to kick footballs to each other and judge where best to aim the ball so that it reaches their friends feet.
- The childminder's teaching is good. Her regular observations of children enable her to plan and to organise a curriculum that is tailored to each child's needs. Activities that she plans motivate children's learning and support their good concentration. For instance, younger children learn about the names of colours,

as they match and group coloured ducks. Older children confidently and correctly count how many ducks they have in each group. However, at times, the childminder does not consider how to adjust her teaching to present even more challenge for older or most-able children.

- Partnerships with parents are good, and parents speak very highly of the childminder. The childminder regularly shares information with parents about their children, including activities they take part in and the progress they make in their learning. She suggests ideas of how to continue children's learning at home. This has been particularly successfully in supporting children's personal, social and emotional development.
- The childminder reflects on her own knowledge and skills and makes good use of training to build on her practice. For instance, recent training on supporting children's behaviour has enabled her to reflect on strategies she can use to successfully support children to manage their feelings and behaviour. The childminder identifies there is more she can do to develop her partnership working with other early years settings that children attend. In particular, to strengthen the sharing of information, to improve the continuity of children's learning.
- Children benefit from a variety of activities to broaden their knowledge of the community they live in and the wider world. The childminder offers children opportunities to visit parks and the zoo and to go on regular trips to the library to choose favourite books to share with the childminder and at home with their families. Parents comment on how this has been particularly useful during the COVID-19 pandemic, to help enrich children's lives and introduce them to new activities that further develop their understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding about her roles and responsibilities to keep children safe. She makes good use of training to update her knowledge of safeguarding, including around wider concerns. Therefore, she can identify potential indicators of child abuse, neglect, radicalisation and extremism. The childminder knows how to report her concerns, to ensure that children's welfare is maintained. The childminder maintains a safe environment for children. She carries out risk assessment checks for all areas of her home and garden and for all outings and trips. She takes action to remove or to minimise risks to 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:

- focus more closely on all of the available opportunities within activities to

challenge and to extend children's learning even further

- strengthen existing links with other early years settings children attend, to promote a better exchange of information which is more closely focused on each child's individual learning.

Setting details

Unique reference number	EY558939
Local authority	Hampshire
Inspection number	10190502
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Chandler's Ford, Eastleigh, Hampshire. She operates for most of the year from 7.30am to 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning. They discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on 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.

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