

Childminder report

Inspection date:

16 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form close relationships with each other and with this caring childminder. They settle quickly to their chosen activities and show that they feel safe and secure. For instance, they thoroughly enjoy including the childminder in their role play when making pretend cakes using the play kitchen. Children demonstrate during their play that they know that an oven is hot and that they must be careful.

Children are motivated to learn and they behave well. Children are learning to share resources, with the gentle guidance of the childminder. The childminder has high expectations for all children. Children listen and respond positively to instructions and are eager to learn new skills. For example, children learn that they must open and close scissors to try and cut paper.

Children show great curiosity and have fun exploring dough. They discover how the dough feels on their hands and describe it as 'squishy'. Children develop their small-muscle skills as they squash and roll the dough to make a flower shape. They learn that leaves are different colours and that they have a 'stem'.

Parents no longer enter the setting due to COVID-19. The childminder regularly informs the parents about their child's day through discussion on the doorstep and telephone conversations.

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

- The childminder has worked hard to address the actions set at the last inspection. She has completed a wide range of training on topics such as effective practice. As a result, she has made improvements with her interactions with children. She now uses her observations effectively, to plan for what children need to learn next.
- The childminder interacts with children positively: she talks to them and asks questions. Children learn about numbers and shapes and are starting to use mathematics during their play, such as describing the window as a square and the wheel as a circle shape.
- Occasionally, in her enthusiasm, the childminder moves the children on too quickly from activity to activity and some activities are not as age appropriate for children as they could be. This was demonstrated when some children quickly lost interest during a group activity when making an autumn collage picture together. Therefore, some activities do not entirely promote children's engagement at the highest level.
- Partnerships with parents are strong. The childminder keeps parents up to date with the progress their children are making. All required documentation is managed and stored confidentially. Parents' written testimonials demonstrate

that they are very happy with the service the childminder provides. The childminder works closely with parents to promote children's continuation of learning at home, for instance encouraging stories to be read at home to promote language and communication. This is positively contributing to children's progress.

- Children learn some independence skills. For instance, they make choices and decisions about what they do and help themselves to resources that meet their interests. However, during routines of the day, children cannot easily reach their own drinks independently. In addition, hygiene practices are not consistently followed to further support young children to learn how to manage their own personal needs, such as introducing handwashing to children as part of the nappy change routine. As a result, children do not routinely have every opportunity to develop their independence skills.
- The childminder promotes children's communication, language and literacy well. Children eagerly join in with songs they know and demonstrate a positive attitude to learning new words. For example, children learned about natural objects during a recent autumn walk. They confidently use new words during their play, such as 'conkers'.
- Children have plenty of space to develop their physical skills during outings to the park and in the enclosed garden. They learn about oral hygiene and are developing a good understanding of the importance of taking care of their teeth. They demonstrate this when they tell the childminder how many times they brush their teeth during the day. The childminder supports children well to lead a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the possible indicators when a child needs help and of the relevant agencies to contact for guidance or for making a referral. The childminder ensures her home is a safe environment for children and any risks are minimised. She closely supervises children and teaches them how to keep themselves safe, such as learning how to walk up and down steps safely.

What does the setting need to do to improve?

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

- review the planning of activities to match the age and stage of development of all children consistently, so that all activities engage them
- provide further opportunities to extend children's independence to the highest level.

Setting details

Unique reference number	111538
Local authority	Hampshire
Inspection number	10105038
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	5
Date of previous inspection	25 April 2019

Information about this early years setting

The childminder registered in 1999 and lives in Aldershot, Hampshire. She offers her service from 7am to 6pm for most of the year.

Information about this inspection

Inspector

Hazel Farrant

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the views of the parents.
- 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.

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