

Childminder report

Inspection date: 1 December 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 demonstrate that they feel happy, safe and secure in the childminder's care. Younger children enjoy cuddles with the childminder and develop strong, trusting bonds with her, to help them settle happily. Children develop good levels of confidence and self-esteem. They explore the environment and are able to make independent choices of toys and resources they want to play with. The childminder talks to children about behaviour expectations, she helps children learn to share and take turns as they play together. Children listen and respond to her well. They learn how to take account of the differing needs of each other and behave well.

Children are keen to learn and enjoy a range of activities, which motivate them to play and learn. For instance, younger children are eager to take part in painting as they experiment with the marks they can make as they dip their fingers in paint and then onto paper. Children make good progress in their communication skills. They benefit from a language rich environment, which helps them to learn new words rapidly. Older children share their thoughts and ideas confidently. For example, they think about why favourite characters in stories might be afraid, replying 'he has sharp claws, they are scary'.

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

- The childminder is a qualified teacher and has a good understanding of how children learn. She uses her experience and knowledge to sequence children's learning. She provides a challenging curriculum, which helps children develop a broad range of knowledge. Children develop good attitudes to learning and persist in more challenging activities. They acquire a can-do attitude and develop skills to prepare them for their next stage in learning.
- The childminder's focus on building children's communication skills are a strength of her practice. She captures good opportunities to introduce new language for children, such as teaching babies the names of colours. The childminder explains the meaning of new words well. For example, as older children share stories, she helps them to pronounce and learn what the word 'beak' means. She explains this clearly, so that children listen attentively and develop their understanding of new language well.
- Partnerships with parents are good. The childminder uses her regular conversations with parents to keep them informed of daily activities, children's progress and their key achievements. The childminder successfully shares ideas with parents of how they can support children's learning at home. This has been particularly successful in developing older children's mathematical skills.
- The childminder regularly reflects on her own skills and knowledge. She seeks the views of parents and children, to evaluate her practice. The childminder makes good use of training to continue to develop her skills and knowledge. For

instance, recent training covering schemas has helped her to have a deeper understanding of the different ways that children learn. The childminder recognises that there is more she can do to develop her partnership working with other settings that children attend, to help her fully support and complement children's care and learning experiences.

- Opportunities for children to learn about the world around them are well supported by the childminder. She recognises the impact the COVID-19 pandemic has had on the way children experience and learn about the wider community they live in. The childminder uses her daily walks, visits to the library and trips to the zoo to help children develop their awe and wonder of the world they live in. Parents comment positively about the variety of experiences their children take part in.
- Children develop good physical skills, as the childminder nurtures their growing abilities well. For instance, babies who are learning to walk benefit from opportunities to 'cruise' around furniture as they develop strength in readiness for independent walking. Older children learn how to use tools confidently and safely, such as when they use scissors to cut up string and practise using pencils to write down foods in their 'café'.
- Overall, children are learning how to manage some age-appropriate tasks confidently. For instance, babies learn how to feed themselves finger foods at mealtimes and drink from beakers confidently. However, at times, the childminder does not consider how older children are helped with consistent opportunities to do things for themselves and develop their independence skills to a greater extent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding about how to keep children safe. She makes regular checks of her home, garden and on outings to identify and remove or minimise risks to children. The childminder knows the signs and symptoms of abuse and what to do if she has a concern about a child's welfare. She completes regular training to keep her knowledge of safeguarding up to date, this includes training about the 'Prevent' duty and female genital mutilation.

What does the setting need to do to improve?

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

- provide children with consistent opportunities to do things for themselves and develop their independence skills to greater levels
- extend the partnership working with other settings that children attend, to consistently share information to fully support and complement children's care and learning experiences.

Setting details

Unique reference number	EY562056
Local authority	Hampshire
Inspection number	10191206
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Chandlers Ford, Hampshire. She provides care for children Monday to Friday, from 8am to 5.30pm, for most of the year. The childminder provides funded education places for two-, three- and four-year-old children. The childminder has qualified teacher status.

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector, in writing, on the day of the inspection.
- 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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