

Childminder report

Inspection date: 8 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 settle swiftly and show they feel safe and secure in the childminder's care. Children approach her for cuddles when they need reassurance and happily snuggle in for comfort. Children confidently and independently explore all the childminder has to offer them. They make choices about what to play with from the good range of interesting toys the childminder provides. Children play cooperatively as they construct train tracks, for instance. They receive praise and encouragement to keep on trying as they fit together the pieces of the train track. The childminder supports children's self-esteem effectively.

Children learn to be independent and take care of themselves. For example, they find their own coats and boots before going outdoors, and put them on. The childminder has high expectations of what children can do themselves.

Children benefit from the childminder's good understanding of how to support their learning effectively. She knows what skills will help children as they move on to the next stage in their education. For example, children learn to take turns on the swings and to listen to what the childminder says. Children respond positively to the childminder's requests. For example, they tidy away resources when they have finished playing with them.

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

- The childminder knows the children well. She takes account of what they like to play with and plans activities to support their learning through following their interests. Children enjoy exploring the outdoor learning spaces. They are self-motivated and keep on trying as they negotiate uneven ground. Children show high levels of resilience and determination.
- Children enjoy learning about the natural world. For instance, children enthusiastically hunt for insects and recall digging up the potatoes and carrots they eat for their lunch. The childminder provides a variety of nutritious meals for children. She supports their good health effectively.
- Children listen attentively as the childminder reads them stories. Younger children enjoy the sensory experience of feeling the textured pages. Older children enjoy exploring the toy animals that accompany the book. Children hear new words, such as the 'click clack' of the zebra's hooves and the 'squawks' of the parrots. The childminder supports children effectively to develop a love of books and early reading skills.
- Generally, the childminder supports children's communication development well. She encourages children to explain their plans as they make fruit faces and name the fruits and vegetables they use. However, the childminder does not consistently model the correct pronunciation of words in order to support

children's developing vocabulary and speaking skills. At times, children do not hear the correct words to use.

- The childminder supports children's mathematical development well. Children show an interest in the apple seeds they find, and the childminder encourages children to count them. They learn about 'first' and 'next' as they choose what songs to sing and in which order they wash their hands. The childminder knows the children learn best as they play and generally supports their learning effectively.
- The childminder supports children to learn how to share, using a 'sharing bear'. She offers them lots of warm praise and supports their developing social skills effectively. Children's behaviour is good. However, occasionally, the childminder does not use teaching opportunities that arise as children play. For example, good manners are not promoted consistently.
- The childminder builds positive partnerships with parents. This helps to support continuity for children's care and learning. Parents comment on the regular updates the childminder provides about their children's learning and how they always feel well informed.
- The childminder ensures that she keeps her skills and knowledge current, including through regular training. She uses her training effectively to support children's outdoor learning, for instance, and to keep up to date with changes to best practice. Parents report that the childminder has provided a robust response to the COVID-19 pandemic and they feel that she has kept the safety of their children in mind at all times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that she keeps her knowledge of safeguarding current through attending regular training sessions. She has a secure understanding of her role to keep children safe at all times. The childminder knows what may cause her concerns about children's well-being. She understands the actions to take if she has any concerns about children's welfare. The childminder ensures that her house and outdoor spaces are safe for children to play and learn in. She makes effective use of thorough risk assessments to identify and minimise hazards to children.

What does the setting need to do to improve?

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

- enhance the teaching of communication and language even more by modelling language that helps children to hear and use the correct pronunciation of words
- make the most of teaching opportunities that arise as children play and through daily routines, to support children's learning even further.

Setting details

Unique reference number	EY559647
Local authority	Hampshire
Inspection number	10190806
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	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Upper Clatford, Hampshire. She operates all year round from 8am to 6pm, Monday to Wednesday, and from 3pm to 6pm on Thursday. The childminder holds a childcare qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Dean

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum has been implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- Parents shared their views of the setting with the inspector.

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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