

Childminder report

Inspection date: 10 February 2022

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 demonstrate that they feel very happy and safe in the childminder's care. They benefit from the warm and trusting relationships they build with the childminder and her assistant. For instance, babies smile and babble happily, responding to the cuddles and close comfort they receive as they enjoy their bottle of milk. Older children are kind and caring as they play with their friends. They take turns and learn to share toys and resources, which develops their good behaviour.

Children are keen to learn and make good progress in their learning. They benefit from a varied curriculum, which the childminder tailors to their individual interests. Children are keen to learn and join in with enthusiasm. For instance, they choose favourite stories and sit and listen attentively as the childminder reads 'We're Going on a Bear Hunt'. Older children role play walking through the long grass, using their arms to make a path to walk along, and babies point at pictures in the book. Children develop a love of books and being read to.

Children benefit from the childminder's high ambitions for what they can achieve. For example, babies practise standing as the childminder supports and encourages them. They smile warmly at her as they gain confidence in their new abilities. Older children learn how to push themselves along on ride-on toys in the garden, as they navigate confidently around their friends. The childminder's praise helps and supports children to attempt new tasks and develops their good levels of self-esteem.

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

- The childminder has addressed the weakness identified at her last inspection. She ensures that she carries out suitability checks for all household members, including gaining a Disclosure and Barring Service check for all adults aged over 16 years who live at the premises.
- Children enjoy opportunities to be physically active, to help support their understanding of the benefits of healthy lifestyle. For instance, the childminder teaches older children how to climb the steps to the slide safely. Toddlers practise walking outside. They gain confidence in their growing physical skills as they negotiate skilfully between different surfaces, such as the grassed and paved areas.
- The childminder and her assistant work well together. They reflect on what they do well and areas they can improve, to make changes that benefit children's care and learning. For instance, changes to the way the childminder communicates with parents have enabled her to provide more detailed information in the regular conversations she has. Parents comment on how effective this has been, particularly for those children who need additional

support with their care.

- Children develop good literacy skills and are keen to share favourite stories with the childminder and with visitors. The childminder brings stories to life, using exciting voices to engage children well. In turn, children excitedly recount parts of the story and reflect on what they learn. For instance, children talk about how it is unkind to 'bop' the mice on their heads. All children develop a love of books, which is supported by the childminder extremely well.
- The childminder uses her curriculum to teach children about other cultures and communities outside of their own. For example, children learn about Chinese New Year and welcoming the 'Year of the Tiger', as they watch videos of Chinese New Year dances and create their own tigers. These opportunities help children learn how to value and respect the differences and similarities between themselves and others.
- Children develop good communication skills. The childminder models language well. She pronounces words clearly for babies and toddlers to hear. Older children learn about the meaning of more-complex language, as the childminder carefully explains what new words mean. For instance, children hear the word 'swirl' as the childminder explains its meaning. Later on, children use this new word during their conversations with the childminder, demonstrating their understanding of new language well. However, the childminder recognises there is yet more she can do to support less-confident children to practise their developing language more consistently.
- Children develop good attitudes to learning. They keep on trying when some activities require more perseverance to be able to complete them. For instance, children turn puzzle pieces to navigate them into the correct position. The childminder encourages and supports children, which helps them to keep on trying. Children excitedly say, 'I did it,' as they gain confidence in their developing skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough understanding of how to keep children safe. They attend regular safeguarding training and know how to recognise when children are at risk of harm or neglect. The childminder knows that safeguarding concerns must be reported appropriately, following her local authority guidance. The childminder maintains a safe environment for children. She ensures that children are supervised when they eat, and she meets the individual dietary needs of all children, to maintain their physical welfare.

What does the setting need to do to improve?

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

- strengthen further the opportunities and support for less-confident children to practise their developing language.

Setting details

Unique reference number	112669
Local authority	Hampshire
Inspection number	10133354
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	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	2 December 2019

Information about this early years setting

The childminder registered in 1997 and lives in Fareham, Hampshire. She operates for most of the year from 7am until 7pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Tara Naylor

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 spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults in the household.
- Children spoke to the inspector 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.

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