

Childminder report

Inspection date: 1 March 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Young children are very happy and show they feel safe and emotionally secure in the childminder's care. They settle well and have built a close bond with the childminder. They are content to play alongside her. Young children are aware of the routines of the day and the childminder's high expectations for their behaviour. They happily make choices in their play and confidently tell or indicate to the childminder what they would like to do next. Children enjoy the broad range of easily accessible toys and resources. At a young age, children show a positive attitude to their play and learning.

Children benefit from a curriculum that, overall, is well planned and encompasses all seven areas of learning. Children have regular opportunities to enjoy and experience the wider world and the community around them. For example, the childminder plans outings to the local farm for children to see horses living in nearby stables. Young children are making great strides in their acquisition of language and communication. They listen attentively as the childminder helps them to pronounce new words they hear. For example, during play with vehicles and planes, young children attempt 'copter'. With good support and encouragement from the childminder, they quickly master 'helicopter'.

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

- The childminder offers a homely environment that is welcoming and inclusive. She works hard to enhance the ways she plans for children's learning and how she helps children to develop the necessary skills for life and self-awareness. As a result, children are keen to take part in new types of learning alongside their current interests. For example, children are showing interest in sensory play activities that support their imaginations.
- The childminder knows children well and follows their interests when implementing her curriculum. Overall, children benefit from her purposeful interactions that help them engage actively and feel confident in their play. However, occasionally, the childminder is not precise enough in her ideas about what she wants children to achieve and how to do this. For example, when helping young children to understand the process of fitting a train track together, the childminder explains the terms 'push' and 'twist'. However, opportunities to show and demonstrate how the track will look when complete are not followed through. As a result, children become slightly distracted.
- Young children thoroughly enjoy a planned activity that follows their favourite play of diggers and trucks. The childminder skilfully extends this learning by providing a range of resources, such as pasta and rice, for children to transport and move around. Children demonstrate how they are developing their physical skills and capabilities. They concentrate as they use perfected hand-to-eye

coordination to move their resources into the digger.

- Children develop a keen interest in books designed for different purposes. For instance, the childminder proactively chooses a book about life on the farm to read with children and help them develop their language skills further. Children engage happily. They learn to name the machinery and know some of the animals living on the farm. Children listen intently as the childminder builds on young children's understanding of numbers, while she counts the chickens in the illustrations.
- The childminder is confident to make secure assessments of children's learning and shares these with parents on a regular basis. Her established system for two-way communication works well. Parents are positive about the care and learning children receive. They state their children arrive with a grin on their face and that the childminder offers exciting and stimulating activities.
- Young children learn about healthy lifestyles, relative to their ages. For example, they understand the importance of effective handwashing and eating healthily. They sleep according to their needs, so they wake up refreshed and ready to resume their play. Children are developing their physical abilities and are confident to walk across different terrains. They have learned to get in and out of ride-on cars independently.
- Young children show a positive attitude to learning. They enjoy an activity planned to promote mark making and are eager to add stickers to their pictures. Children watch with intrigue as the childminder peels away the stickers from the backing paper and are very keen to succeed in this task independently. Children show readiness for the next stages of their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities. She adheres to her robust policies, procedures and risk assessments to promote the health, safety and well-being of children. The childminder knows to inform Ofsted of significant events. She understands how to protect children and regularly updates her knowledge in regard to all aspects of safeguarding matters. For example, she understands how to identify possible radicalisation. She knows what to do if an allegation is made against her and the procedure to follow if she has to report a concern about a child in her care.

What does the setting need to do to improve?

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

- develop a greater understanding of the aims and intentions for children's learning to more consistently build on what children already know and understand.

Setting details

Unique reference number	EY344161
Local authority	Hampshire
Inspection number	10136482
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 2007 and lives in the village of Sparsholt, near Winchester, Hampshire. She operates during term time from 9.15am to 3.15pm, Monday to Wednesday. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Aileen Finan

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.
- A joint observation was carried out. The childminder explained her aims for the activity and children's learning.
- The childminder discussed how she plans her curriculum and how she works with parents.
- The inspector observed the childminder interacting with children.
- Discussions took place to assess the quality of the childminder's safeguarding knowledge.

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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