

# Childminder report

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Inspection date: 8 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children feel safe and secure with the childminder. They show this on arrival when they reach their arms out to the childminder and offer her big smiles. Children confidently say goodbye to their parents and show they are keen to start playing and learning. Children are confident to choose resources and move around the childminder's home.

Children behave well for their age. Very young children benefit from lots of encouragement from the childminder, as they learn about routines. Children listen to, and follow, the childminder's clear instructions. For example, children know they must wash their hands before eating.

Children benefit from lots of worthwhile learning experiences. They have lots of opportunities to develop their speaking, listening and physical skills. They benefit from spending time with a childminder who understands how to help children learn and use new words and communicate in other ways too. Children confidently use the words they are learning to express their needs and talk about what they are doing. Children also receive effective support as they begin to crawl, and then walk. Children make good progress in their learning and develop a strong set of skills in preparation for their future learning.

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

- The childminder carefully plans the learning environment so that it meets the specific needs of the children she is looking after. For example, she uses furniture and resources to encourage very young children to pull themselves to standing. She puts favourite toys on table tops to add further incentive. Very young children respond extremely well and show delight as they master this new skill.
- Children show they are remembering lots of what they have been taught. For example, children remember how to turn the pages in books, they pretend to read to themselves, running their fingers underneath the text, knowing this is what the childminder does when she reads to them.
- The childminder wants to make learning memorable for children. In response to the COVID-19 pandemic, she completed training to enable her to offer lots of outdoor learning opportunities. She uses what she has learned well to give children 'real-life' experiences that they will remember and learn well from. For example, children learn about animals and the natural world through regular trips to farms and woodlands.
- In her enthusiasm to deliver an ambitious curriculum, the childminder sometimes introduces concepts that are too advanced for the children's current levels of development and understanding. For example, on the day of the inspection, she

spoke to very young children in quite technical terms about how clouds are formed. Children do not yet have the vocabulary or life experiences to really understand this and showed lower levels of interest at these times.

- Overall, children show good levels of engagement in their learning. They thoroughly enjoy learning about water with the childminder, exploring what it feels like and the sounds they can make by splashing with their hands and jumping with their feet. They develop their hand-to-eye coordination as they carefully pour water into containers. They hear, and copy, words and phrases that will be useful to them, such as 'nearly full' and 'all gone'.
- The childminder uses care routines well to build bonds with children, as well as meeting their hygiene needs. For example, she uses nappy changing times to talk to children about what she is doing and to prepare them for what is going to happen next. Children respond with smiles and cooperate happily at these times. They enjoy the cuddles they receive in preparation for sleep times.
- The childminder gives all children plenty of attention. All children benefit from her attentiveness to their care and learning needs. Occasionally, she does not organise the setup to best effect to ensure all children can hear and see as well as each other. For example, sometimes, children in highchairs are too far away from the table to clearly see what the childminder is doing.
- The childminder builds professional and effective partnerships with parents and other professionals, in order to best meet the learning and emotional needs of children. She reflects on the best way to work with individual parents and reaches out to other professionals to find extra support for children and their families if needed.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her safeguarding knowledge up to date. She is able to identify the signs that a child may be at risk of harm or neglect. She knows how to share any concerns, and understands the importance of doing so promptly, to protect children from harm. The childminder completes thorough risk assessments before taking children on outings beyond her home. She takes effective measures to keep children safe at all times, when 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 understanding of how to best sequence children's learning, to take account of what children know and can do and to build effectively and steadily on this over time
- review how some routine times are organised, so all children can fully participate in the learning opportunities on offer.

## Setting details

<b>Unique reference number</b>	2548554
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10215652
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder lives in Woolton Hill, near Newbury in Hampshire. The childminder offers care, from 9am to 3pm, Tuesday to Thursday, during term time only.

## Information about this inspection

### Inspector

Sarah Holley

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the quality of education being provided.
- Parents shared their views, and the inspector took these into account.
- 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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