

Childminder report

Inspection date: 24 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from the childminder's well-planned curriculum that promotes their learning across all seven areas. For the majority of the day, play and learning takes place from the outdoor cabin and a secure area of the garden. Children thoroughly enjoy their play. For example, young children are very keen to take part in an activity that supports the ways they learn about self-care and independence. They develop the skills that help them understand health and hygiene. Young children show their awareness of how to bath dolls using sponges and soap and how to brush the dolls teeth. They are excited as they splash one another in enjoyment and demonstrate that they have formed close bonds with their friends. The childminder is confident in her abilities to extend activities. For instance, she uses props to help children recall rhymes that they already know well. Young children listen attentively and respond with eagerness to familiar endings, such as 'quack quack', and they listen with interest as the childminder counts down from five to no ducks. Children have a positive attitude to their learning. They show curiosity in all their activities and a willingness to join in and try new things. Children demonstrate they are very happy in the childminder's care. They show emotional security as they play alongside her. Young children have a clear understanding of the childminder's expectations and the routines of the day. They behave exceptionally well at all times. All children show readiness for the next stages of their learning.

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

- The childminder has a clear vision about what she wants children to learn. She provides an environment that is welcoming and challenging for children. The childminder evaluates her practice well and has ambitious ideas for her continued improvement. She would like to utilise her allotment plot further to help children understand more about where food comes from, harvesting and healthy eating. The childminder collaborates effectively with colleagues to enhance practice ideas to further enhance the quality of children's learning.
- Overall, the childminder uses a curriculum that is interesting and builds on what children know and understand. She demonstrates a good understanding of her aims for activities and how to engage children. The learning environment provides resources and activities that promote children's independence and confidence. Young children are developing social skills and language acquisition relative to their ages and enjoy a broad spectrum of learning that is based on their interests and free choices. The childminder sometimes plans less well to support the opportunities for younger children to develop an awareness of space, balance and coordination. As a result, occasionally, children bump into one another as they play.
- The childminder offers meaningful experiences that help young children build on their future skills. This includes, for example, developing an interest in books.

The childminder helps children to be inquisitive about what is happening, such as encouraging them to point to characters and objects in picture books and helping young children to name and identify these to build on their speech and language. Children listen with intrigue and are able to engage in what they already understand.

- Children are motivated to learn. They have a warm bond with the childminder and happily play together. They are cooperative and show willingness to share and take turns. Young children are willing to learn new skills. For instance, children enjoy using a range of resources while moulding dough. They listen attentively as the childminder demonstrates how to roll the dough to create shapes. Young children use different tools and quickly master how to make the dough flat or roll into a ball.
- Children benefit from lots of opportunities for mark making and show an understanding of these marks, for instance as they wheel cars through paint and transfer on to paper. Children paint their hands and compare the impressions they make. They understand the childminder's hands are 'bigger'.
- The childminder helps children to learn about personal hygiene. From a young age, they understand the importance of handwashing prior to eating. Mealtimes are a sociable occasion where children enjoy healthy foods.
- The childminder is confident in how she assesses the quality of children's learning and in how she shares this with parents. She plans succinctly for children's next steps. Parents are extremely positive about the care their children receive. For example, they state that their children 'formed an immediate attachment' on meeting the childminder. They add that 'children were happy from day one' and explain that children learn new things all the time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her responsibilities to safeguard children. She regularly updates her knowledge in all aspects of safeguarding matters. For instance, she understands her responsibilities to identify possible signs of radicalisation. She knows what to do if she has a concern about a child or if a child makes a disclosure to her. She understands the procedures to follow if an allegation is made against her. The childminder reviews and adheres to her policies, procedures and risk assessments to help ensure children's health, safety and well-being.

What does the setting need to do to improve?

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

- build and extend the opportunities for children to develop more physical skills and enhance coordination and spatial awareness further.

Setting details

Unique reference number	EY483869
Local authority	Hampshire
Inspection number	10228974
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Farnborough, Hampshire. The childminder holds a relevant childcare qualification at level 3. She works Monday to Thursday, all day, for most weeks of the year. The childminder receives funding for the provision of free early education for children aged four years.

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke with the inspector about how she plans her curriculum and how she plans for children's learning.
- A joint observation was completed. The childminder explained her aims for the activity and what she wanted children to learn.
- The inspector observed how the childminder interacted with children. She spoke with children and read feedback from parents.
- Relevant documentation was sampled by the inspector. Discussions took place so that the inspector could assess 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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