

Childminder report

Inspection date: 29 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children clearly feel safe and secure in the childminder's care. They enjoy her company and seek her out to play with them and when they need cuddles and reassurance. Children are confident and independent. They choose what to play with from the good variety of resources the childminder provides to support their learning. Children benefit from a language-rich environment, with numerous opportunities to build on their vocabulary. For example, they enjoy listening to songs and rhymes, and the childminder continually engages them in conversations. These positive interactions help to promote children's emerging communication and language skills.

Children respond positively to the childminder's high expectations and behave well overall. They try out new experiences and tackle challenges with enthusiasm. For instance, children display curiosity as they explore the texture of couscous. The childminder introduces phrases such as 'filling up to the top' and 'emptying out'. This helps children to develop their mathematical understanding of capacity and measurement.

Children are developing good levels of independence. They learn to manage their own self-care routines and excitedly put on shoes in readiness for outdoor play. Children learn to accept and respect different cultures and religions. For example, the childminder discusses special religious or cultural events with them, such as Chinese New Year and Diwali. She reads stories to children where there are multicultural characters and toys, and uses resources that reflect people from different cultures.

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

- The experienced childminder meets regularly with other local childminders to share ideas and reflect on their practice. She attends training and uses it effectively to support her practice. For example, the childminder has attended behaviour training and uses some of the techniques learned to help support children to manage their behaviour.
- The childminder collects information from parents about what their children know and can already do. This helps her to plan stimulating activities which are appropriate to children's needs and interests from the start. The childminder plans a curriculum which takes account of what individual children need to learn next.
- The childminder forms excellent partnerships with parents. She gets to know the children and families extremely well before children start. For example, she organises home visits to begin building relationships and gains valuable information to support smooth transitions. The childminder guides parents very

successfully to support their child's learning at home. Parents have high praise for the information they receive, for example through a secure online app and by talking with the childminder each day.

- Children benefit from extensive exercise, fresh air and physical play that supports their growing coordination skills. They have plenty of rich opportunities to explore the outdoors. For example, children enjoy visiting the stables to meet the childminder's ponies. They also make frequent visits to the childminder's allotment where they play an active role in looking after the vegetables and flowers they grow. These experiences help children to develop an understanding of where vegetables come from and how they are grown.
- Children develop a can-do approach and show good levels of independence. They have good opportunities to complete tasks, for example when they cut fruit with knives and wash their hands before meals.
- Children have good opportunities to count and hear different mathematical language. For instance, they enjoy counting fruits and foods, and discussing the days of the week when exploring 'The Very Hungry Caterpillar' story. On occasion, the childminder does not support children in a way which helps them to sustain higher levels of focus during activities. As a result, children sometimes lose concentration and move from one activity to another before meaningful and intended learning can take place.
- Children practise their physical skills and develop positive attitudes to learning. For example, they show good perseverance as they practise their threading skills and develop their hand-to-eye coordination.
- The childminder plans activities to develop children's communication and language skills. She facilitates back and forth conversations by responding to children's questions and ideas. The childminder makes the most of opportunities to help children learn unfamiliar words, such as 'pear' and 'watermelon', to widen their vocabulary.
- The childminder promotes children's school readiness by working in partnership with other professionals, such as class teachers. This helps her to support positive transitions for children as they move through to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and promote their well-being. She recognises the signs that may indicate a child is at risk of abuse. The childminder knows the procedures to follow if she has any concerns about children's welfare. She attends regular safeguarding training to develop her understanding of a wide range of issues she may encounter. The childminder has developed effective safeguarding policies to support her daily practice.

What does the setting need to do to improve?

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

- help children to extend their already good level of concentration to sustain their engagement for longer during adult-led activities.

Setting details

Unique reference number	EY452353
Local authority	Hampshire
Inspection number	10228732
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Greatham, near Liss, Hampshire. The childminder provides care from 7am to 7pm, Monday to Friday, throughout the year. She provides funded early education for three-year-old children

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint observation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of the suitability of persons living in the premises.
- The inspector took account of parents' views 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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