

# Childminder report

---

Inspection date: 4 April 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 benefit from the nurturing home-from-home environment the childminder provides. They are content, settle quickly and are keen to engage in the broad range of experiences available to them. For example, children absorb themselves in role play activities with their friends. They pretend to take their babies to the shops and negotiate different roles. Children show good creative skills. They explore a range of textures and complete their own fish collage.

Children have wonderful opportunities to learn about their local community. For instance, they delight in train rides to visit the library. Children select their own books and take these home to share with their parents. This gives parents support and encouragement to continue children's learning at home. Children attend outings to music sessions and soft play, where they have opportunities to build on their stamina and socialise with other children.

Children show good independence skills and manage their personal care needs well. They have strong relationships with the childminder, listen to instructions and tidy away toys with little prompting. The childminder is attentive to children's needs and responds quickly, for example when they need a snack or a rest. She has high expectations for all children, and they make good progress in their learning.

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

- The childminder works closely in partnership with parents right from the start. She accurately assesses children's development and is clear about what she wants children to learn. However, planning is not quite as precise as it could be. On occasion, the childminder does not use what she knows about children to fully extend, challenge and maximise their learning. For example, on the day of the inspection, she did not adapt craft activities to challenge children's individual learning as well as she could.
- The childminder supports children in their speech and language development well. She listens carefully as young children pronounce new sounds and repeats phrases to help them begin to put words together. Children cuddle up to the childminder and listen to stories. They delight in singing nursery rhymes and learn new words, such as, 'softer' and 'louder'.
- Partnerships with parents are strong. Parents report positively about the childminder's caring and nurturing approach. They comment on the highly effective communication they receive from her and say their children are making good progress.
- The childminder supports children's personal, social and emotional skills highly effectively. Children actively talk about their emotions and show care and consideration to others. They behave well and willingly share and take turns.

Children demonstrate good manners and know to wait for their friends to finish eating before they get down from the table.

- Children benefit from the strong links the childminder forms with providers at other settings children also attend. For example, the childminder shares information about children's next steps and achievements. This supports continuity in children's learning
- The childminder promotes children's physical skills well. Children enjoy fresh air in the garden each day. They ride on scooters and tricycles and demonstrate good control of their movements. Children enjoy visits to the woods adjacent to the setting. They build dens, collect resources and use these in their activities at the setting. For example, children recently showed an interest in the story of 'Stick Man'. They collected a variety of natural materials, which they used as props to recall the story.
- The childminder builds on children's understanding of leading a healthy lifestyle effectively. For example, children enjoy healthy snacks. They talk about strawberry picking in the summer and discuss how fruit and vegetables grow. The childminder ensures that children's packed lunches are healthy, and shares information about good eating habits with parents.
- The childminder demonstrates a genuine enjoyment of her work. She uses additional funding effectively to benefit children. The childminder reviews her own provision and makes improvements. However, she does not focus on professional development opportunities as well as she could, to help further extend her teaching skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad and secure knowledge of safeguarding matters. She is meticulous about keeping her child protection training up to date so that she knows about any changes in legislation. The childminder knows the signs that might lead to a concern about a child's welfare. She has a thorough understanding of local safeguarding procedures. The childminder supervises children well, indoors and outside. She assesses risks regularly to identify and remove any potential hazards to children.

## What does the setting need to do to improve?

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

- use what is known about children to plan even more precisely for every child, to continually build on and extend their learning further
- continue to build on professional development opportunities, to help strengthen knowledge and raise the quality of teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	2522054
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10208110
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in North Baddesley, Hampshire. The childminder operates all year round, on Monday, Tuesday and Friday, from 7.30am until 5pm. She holds a relevant level 3 home-based childcare qualification. The childminder receives funding to provide free early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Franks

### 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 inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household.
- The inspector considered the spoken and written views of parents.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder explained her curriculum to the inspector to share what she wants children to learn and how she supports them to make progress.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022