

Childminder report

Inspection date: 4 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and show they feel safe in the childminder's warm and attentive care. They cuddle in for reassurance, for instance, and seek her out to play with them. Children are confident. They know where to find the resources they want and make choices about where to play. Children eagerly share their toys and show off their creations to the inspector. They demonstrate they are settled and secure.

Children play cooperatively. They have positive social skills and take turns, for example, as they complete jigsaws together. Older children are caring and help younger children to find the right pieces. They laugh with delight at the sounds the animals make when inserted correctly. Children enjoy the company of others.

Children learn to manage their personal care. For example, the childminder teaches children how to wipe their noses and wash their hands effectively. Children enjoy a good variety of nutritious meals and snacks that the childminder provides. They show persistence and determination as they cut up their fruit, keeping on trying when apple skin is tough. Their good health is promoted effectively. Children are developing the skills they need in readiness for the next stage in their learning.

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

- The childminder has a clear understanding of how children learn. She knows what skills to teach children to support them to move on to the next stage of their education. The childminder is a positive role model for children. They develop good manners, learn how to share and take turns and to play with others.
- Children benefit from a childminder who knows them well. She understands what they like to do and how they like to play. The childminder plans activities to engage and motivate children to play and learn. For instance, children are entranced by small frog figures in water. They play for long periods of time, matching different colours of frogs and containers, filling and tipping and singing songs. Children are highly engaged as they play.
- Children have good opportunities to take care of pets. For example, they are keen to help take care of the pet snail. Children clearly enjoy the responsibility to add more food. The childminder asks children's opinions, such as if they think the snail has enough to eat. She listens to children and values what they say.
- The childminder introduces mathematical concepts as children play. She encourages children to notice big and small marks in the dough, for instance, and counts with children. Children develop a secure understanding of early mathematics skills.
- The childminder is a positive role model for children's developing communication skills. She teaches children new words, such as 'slither', when they move in

different ways. However, the childminder does not consistently allow time for children to think and respond to her questions. This limits their ability to think critically, as she quickly steps in to provide them with answers.

- The childminder monitors the progress children make and swiftly identifies when children need additional help. She has clear plans in place to support children to close any gaps they have in their learning. However, she has not sought timely advice and intervention from external professionals. This does not ensure children consistently receive the extra help they need above the support the childminder offers.
- Children have the opportunity to learn about the wider world. They share books and visit the local community. Children see different people and places. They learn to play with other children and take part in a variety of educational outings.
- Partnerships with parents are positive. They report how well the childminder communicates with them, offering them daily updates about their children. Parents say the childminder also shares information and advice to support them and their children at home.
- The childminder has ongoing plans for continuous developments and improvements to benefit the children in her care. She proactively seeks out training opportunities, for example, and reflects on the resources she has. The childminder has high expectations for herself, her practice and the children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She knows what the signs and indicators of possible abuse are. The childminder understands the procedures to follow if she has any concerns about children's welfare. She keeps her knowledge current such as through attending training. The childminder pays attention to making sure the environment is clean and safe for children to play and learn in. She teaches children how to keep themselves safe, for example, on outings and when going online.

What does the setting need to do to improve?

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

- give children the time they need to think about, and respond to, questions and discussions to help them to build on their thinking and speaking skills
- strengthen relationships with external professionals to share information about children's development, so that children's needs can be addressed in a more timely and effective manner.

Setting details

Unique reference number	EY482000
Local authority	Hampshire
Inspection number	10219879
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Waterlooville, Hampshire. The childminder offers care Monday to Thursday, from 7.30am and 5.30pm, throughout the year. She holds a childcare qualification at level 3. The childminder receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Emma Dean

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 this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022