

Childminder report

Inspection date:

5 April 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and secure in the childminder's welcoming provision. They are well cared for and have strong attachments with the childminder and other children. This has a positive impact on the children's mental health and enables them to express their feelings, thoughts and wishes. Children independently choose what they want to play with from the interesting activities readily accessible to them. They can self-select age-appropriate toys and resources independently. Children engage enthusiastically in both planned and spontaneous activities that extend their knowledge and skills. The childminder uses children's natural curiosities and interests to successfully engage them. For example, when children pick dandelions, she encourages them to count, problem solve and develop their mathematics skills. Learning the names of the flowers, how they grow and what animals eat builds on their understanding of the wider world.

Children receive continual encouragement to ask questions, test out their ideas and deepen their understanding and knowledge. The childminder is able to extend activities to challenge children. For example, she discusses eggs and animals that hatch from eggs with younger children, compared to encouraging older children to learn and consider the story of Easter and new life. Children learn respect and kindness in the setting and they follow rules set by the childminder. They behave well, share and take turns with resources.

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

- Children are taught about healthy lifestyles and provided with healthy, nutritious, home-cooked meals and snacks each day. They benefit from regular opportunities to exercise in the large garden, on trips to local woodlands and while walking to and from school.
- The childminder shares information effectively with parents and schools, providing a joint approach to their care and development. Information is gathered from each child's school, so that current topics can be extended into the setting. For example, reading and writing schemes are used to teach children to form letters when making marks in mud with sticks. They sound out the letters phonetically.
- Children display high levels of independence and are able to cater for their own personal needs. They understand and follow good hygiene procedures. Children know why it is important to use hand gels and wash hands, such as before mealtimes, to remove germs. They also the importance of checking their shoes are free of animal mess before entering the house after woodland walks.
- Parents speak highly of the childminder and provide positive feedback about her care and the activities she provides. They praise the daily feedback she provides

and the written documents that she shares with them.

- Children benefit from a language rich environment, where they are encouraged to hold conversations together. Children are sensitively supported with the childminder's good role modelling of language, introduction of new vocabulary and oodles of praise. They develop a sense of self and learn how to share, take turns and hold conversation with others, politely allowing others to speak. During discussions, children confidently recall their experiences as they feed the rabbits. They remember the time they cleaned out the cage and fed them too many dandelions.
- The childminder talks proudly about the children's inventive use of space and their critical thinking. For example, how well they plan and build a train track, using space effectively around the house. Children work well as a team and build skills they need for their later learning.
- Children make good progress at the setting. The childminder plans differentiated activities with clear learning intentions that provide children with challenge to develop new skills. She encourages them to try something new and learn new information. She receives regular newsletters from the schools, which highlight children's learning, and uses these to support her when planning activities. For example, she supports children to practise their writing when making cards for Easter.
- The childminder ensures her assistant is aware of the setting's policies and procedures. She provides training and supervision to support their continuous development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her safeguarding duties and effective strategies are in place to protect children from harm. She fully risk assesses her home and activities to ensure they are suitable for children and maintains high levels of supervision of the children. The childminder is aware of her duty to protect children from harm and she has a comprehensive safeguarding policy that she shares with her assistant and parents. She understands wider safeguarding issues, such as the 'Prevent' duty and county lines. The childminder and her assistant keep up to date with safeguarding training and network with other childminders to ensure their knowledge and practice is current. Children learn how to keep themselves safe and demonstrate their knowledge, such as walking safely to and from school and when using resources online.

Setting details

Unique reference number	EY458621
Local authority	Hampshire
Inspection number	10228779
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	4 to 10
Total number of places	5
Number of children on roll	5
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Fleet, Hampshire. The childminder operates each weekday, from 7.30am to 6pm, during school term times. She receives funding for the provision of free early education for children aged two, three and four years. The childminder is qualified at level 6. She is an experienced primary school teacher who specialises in mathematics.

Information about this inspection

Inspector
Claire Estcourt

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 her evaluation of the provider.
- The childminder and inspector completed a learning walk together and discussed how the provision and curriculum are organised.
- The inspector sampled the childminder's documents. This included suitability checks on those working or living on the premises.
- The inspector observed interactions between the childminder and the children and considered the impact of these interactions on their welfare and learning.
- The views of parents were gathered through written feedback and by sampling questionnaires obtained by the childminder.
- The inspector asked questions throughout the inspection to establish the childminder's knowledge and understanding of safeguarding and how to protect children from harm.
- Although there were no children in the early age range present at the time of this inspection, there were children present who were over the age of five years.

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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