

Childminder report

Inspection date: 11 May 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 love to spend time with the childminder in her warm and homely environment. The childminder provides a stimulating learning space with good-quality resources for children to explore freely. Children are eager to learn and readily invite the childminder into their play. They ask her for suggestions on what to play with next. The childminder knows the children well and is responsive to their needs. Children learn to interact with their friends with kindness and consideration. Children make good progress in their learning.

Children love the outdoors. They are keen to visit the local area, such as the supermarket. Children talk interestingly about why they like particular shops and say that they love to use the child-size shopping trolleys. Children practise how to keep safe in many engaging ways. For example, they respond well to a 'traffic light' game. They know that each colour represents an action, such as red means they must stop. This helps children to recognise potential risks when they are out and about.

Children display a good understanding of the routines in the day. They remember to wash their hands before mealtimes and do this independently. Older children competently put on their own coats and shoes before they go outdoors. Children are well prepared for their next stage in education.

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

- The experienced childminder knows how young children learn. She uses this information to devise an ambitious curriculum based on children's interests and abilities. The childminder places a strong emphasis on the knowledge and skills children need to have for future life. For instance, children learn to reflect on what they see in the environment. They eagerly locate numbers and letters as they go on their walks. This helps children to make sense of the world around them.
- The childminder places a high priority on the development of children's early literacy skills. Older children role play a cuddly toy falling over. They practise their writing skills as they record the 'accident'. Children mimic the childminder's good writing behaviours, and they narrate as they make meaningful marks in a book. This helps children to understand that writing has a purpose.
- The childminder tries hard to devote her attention fairly among each child when they play and learn. However, at times, her attention is more focused on extending individual children's learning, which means that not every child benefits from her good practice all of the time. This approach does not consistently help to promote each child's learning so that they can reach their full potential.

- Children are good communicators. They recall past events and begin to make connections with new situations. For example, they talk about their favourite pizza toppings and relate these to new ones. However, on occasions, discussions involve more of the childminder talking and asking questions. She sometimes gives competent children two choices for an answer to the questions she poses to them. Consequently, children's responses are limited and this does not provide children with the freedom to think more deeply and consider all possible answers. This does not help to develop children's critical thinking skills to a higher level.
- Children behave well and are reminded about the rules and boundaries in place. They are developing a sense of right and wrong. Older children consider ways to keep younger children safe when they play. For example, they know to keep smaller objects out of reach of younger children to minimise the risk of choking.
- Parents speak highly about the education and care the childminder provides. They value the detailed information they receive about their children's ongoing progress. Parents are grateful for the opportunity to work closely with the childminder so that their children's progress is further embedded. This joint approach helps to provide continuity in their children's care and development.
- The childminder is committed to continual improvement and increasing her knowledge to improve outcomes for children. She has strong partnerships with a network of childminders and other local settings with whom she shares good practice and finds innovative ways to teach children. Children respond with excitement when the childminder implements fresh ideas. This fun helps to instil in children that learning is enjoyable.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to keep her knowledge up to date. She has a secure understanding of her responsibility to protect children from harm. The childminder recognises the potential signs and symptoms of abuse, including exposure to extremist views and behaviours. She understands the local procedures to follow should she need to seek further help or to report any concerns. The childminder ensures that children are able to play in a safe and secure environment and carries out regular risk assessments, indoors and outdoors. Children learn to manage potential hazards. For example, after lunch they sweep up dropped food from the floor to help prevent slips.

What does the setting need to do to improve?

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

- widen learning opportunities to include all children to ensure that they are equally challenged to learn to their full potential

- allow children more time to share their own knowledge, think through their ideas and respond to questions they are asked, to maximise their learning.

Setting details

Unique reference number	EY359973
Local authority	Hampshire
Inspection number	10228439
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	0 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 2007. She lives in Basingstoke, Hampshire. The childminder operates her service each weekday from 7.30am to 5.30pm, all year round. She receives funding for the provision of free early education for children aged three years. The childminder holds a BA Honours in Childhood and Youth Studies.

Information about this inspection

Inspector

Sonia Panchal

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 childminder and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.
- Parents shared their written views about the care and education the childminder provides.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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