

Childminder report

Inspection date: 23 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 settle well in this nurturing and stimulating environment. They form affectionate bonds with the childminder, who is responsive to their needs. Children behave well and become familiar with the daily routines. They happily play on their own as well as with others. Children freely choose from a range of activities which are well matched to their interests and abilities. They make good progress from their individual starting points.

Children love being outdoors and have ample opportunities to enjoy the fresh air. They actively explore and follow their own ideas. Children are provided with exciting opportunities and jump up with delight when the childminder suggests fun ways to play. For example, they are challenged to make their ride-along toy car clean and shiny. Children decide to use soapy water and are fascinated by the bubbles. They blow on bubbles and make more. This helps to promote children's curiosity skills.

Children show a passion for books. They curl up next to the childminder and listen intently to stories read to them. Children readily point at different objects in the pictures and correctly name them. They are so proud of themselves when the childminder encourages and praises their efforts. This helps children to develop their language to retell the events using pictures.

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

- The childminder is passionate about children achieving to the best of their abilities. She actively gathers information from parents to assess what children know and can do. The childminder uses this to carefully plan activities that promote each child's learning further. For instance, children explore natural objects, such as pine cones, and work out if they fit into different sized containers. This helps promote children's critical thinking skills.
- Children learn to adopt a healthy lifestyle. They enjoy visits to local places of interest, such as woodlands and parks. Children practise and develop good physical skills. They run, climb and balance with increasing control. Children are provided with varied and nutritious meals. They are encouraged to name different foods that are good for them.
- The childminder promotes children's independence from the outset. Children remember to wash their hands before meals and do so with growing autonomy. They are skilfully supported to be toilet trained and to feed themselves. This helps to provide children with skills they need for future life.
- The childminder knows about experiences children receive at home. She has resources available to support these, for example a book about moving house. The childminder helps children to reflect on their experiences in the regular

discussions she has with them. However, she does not make use of all opportunities to fully represent and value children's home languages and cultures.

- Children are developing their communication and language skills. The childminder ensures the learning of new words, for example, 'squeeze', when children use sponges to wash their toys. Children begin to apply the newly learned words in different situations. For instance, they remember the word 'Queen' as they see a picture in a book about the Queen's Jubilee.
- The childminder skilfully intertwines children's mathematical knowledge in a variety of ways. For example, children practise counting using pine cones. They are also encouraged to identify 'big' and 'small' pine cones. This supports children's understanding of both size and measure.
- The childminder sets challenges to children to develop their imaginations. For example, she poses a scenario to them to take their clean 'car' on holiday. However, she does not guide them to explore it further. Children are not given the opportunity to consider where they may go or what they will take with them. This does not allow children to extend their learning to think more deeply, share or practise their own ideas to arrive at a solution.
- Parents speak highly of the care and education their children receive. They value the good communication about their children's ongoing progress. Parents comment that their children respond well to being outdoors and this has supported their willingness to meet new people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a secure understanding of her responsibility to protect children from harm, including exposure to extremist views. The childminder recognises the possible signs and symptoms of abuse and understands the local procedures to follow if she needs to seek further help or to report any concerns. She ensures that children are able to play in a safe and secure environment. Children learn to keep themselves safe and manage risks, for example when climbing the steps so that they can reach the sink to wash their hands. This has a positive impact on the children's safety and well-being.

What does the setting need to do to improve?

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

- provide opportunities to enhance children's understanding of the diversity of home languages and cultures represented by the children who attend
- make better use of opportunities to extend children's learning and enhance their thinking skills to meet challenges that are posed to them.

Setting details

Unique reference number	EY394298
Local authority	Hampshire
Inspection number	10228502
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in Popley, Basingstoke. The childminder provides care from 7.30am until 6pm Monday to Friday, all year round. She holds a relevant level 3 qualification in childcare. The childminder receives funding for the provision of free early education for children aged three years.

Information about this inspection

Inspector

Sonia Panchal

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 childminder talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their written views about the care and education the childminder provides.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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

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Textphone: 0161 618 8524
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