

Childminder report

Inspection date: 24 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children behave well. They are happy and settled and develop good social skills. Children enjoy learning outdoors and the company of others during daily outings. They gain a wide circle of friends. Younger children develop the confidence to separate from the childminder and explore.

The childminder has high expectations for all children to make the best possible progress. When children first start, any gaps in their communication and language development are reduced and they quickly catch up. The good support they receive from the childminder develops their confidence to talk. Children spoken to during the inspection say their favourite activity is playing with the modelling dough. They learn how to push the dough through plastic heads to make 'hair' and how to use scissors to cut it off.

Children develop very good physical skills. Older children patiently and carefully use small bricks to build tall towers and learn to count how many bricks they have used. Children develop good control of their movements. For example, they vigorously make marks using wax crayons, use resources at soft-play facilities, and pick fruit at farms.

Children learn how things grow. Together, they plant sunflower seeds, look at pictures of sunflowers, and find out what the seeds taste like when they eat them at snack time.

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

- Since the last inspection, the childminder has improved how she supports and challenges children's learning and development. She has used knowledge gained from training to provide children with an ambitious curriculum, particularly outdoors. She provides activities that have helped some children to develop very good physical skills.
- The childminder provides children with a wide variety of activities and experiences, which she uses to support their learning. For instance, during outings to woodland areas, she supports children's creative skills. She suspends sheets of plastic film between the trees, which children use for painting activities.
- The childminder supports children's communication and language development well. She enthusiastically joins in their play and asks questions that encourage children to respond and develop their vocabulary. For example, together, they look at books and talk about what they see in the pictures.
- The childminder explains and shows children how to complete activities and use the resources available. She celebrates their individual achievements, such as

when younger children learn to match shapes and post them into a box.

- The childminder works hard to gain all children's involvement in activities and support their learning. However, sometimes, she does not give children time to practise what they learn before changing the activities. As a result, children's interest is not consistently sustained and they are not supported to develop their concentration further.
- The childminder is a positive role model for children. She has a caring and energetic approach to meeting children's individual needs. She develops good relationships with children and supports them well to develop good manners, be helpful and learn to share. For example, children eagerly help to tidy up the toys.
- The childminder encourages children to be independent. For example, children learn to put on their shoes and coats and wash their hands at appropriate times. However, the childminder does not persist in working with parents to further support some children's self-care skills in readiness for starting school.
- The childminder successfully supports children to learn about and value different cultural celebrations and understand about environmental and sustainability issues. For example, she took them to a local eco-shop where they filled up jars with treats to give to their parents on Mother's Day. Children made lanterns for Chinese New Year and listened to a story about a tiger, which linked to the meaning of the celebrations.
- The childminder communicates with teachers in schools that children attend. She passes information that they share onto parents to provide children with continuity of care.
- Parents spoken to during the inspection say they are happy with the childminder's care of their children. They say that the childminder builds trusting relationships with their children. They particularly like the numerous outings she provides.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has improved record-keeping systems to ensure children's safety. She now accurately records children's attendance times. The childminder has a good knowledge and understanding of her role and responsibility to safeguard children's welfare. For example, in the last year, she completed advanced safeguarding training. This has strengthened her awareness and understanding of different types of abuse. She knows what to do if she has a concern about a child's well-being. The childminder risk assesses her home, activities and outings to keep children safe. She supervises children well at all times.

What does the setting need to do to improve?

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

- consider ways to sustain children's interest during activities to further develop their concentration
- strengthen partnership with parents to further support children's self-care skills in readiness for starting school.

Setting details

Unique reference number	EY562639
Local authority	Hampshire
Inspection number	10221327
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 January 2022

Information about this early years setting

The childminder registered in 2018. She lives in Farnborough, Hampshire. She provides care for children from 7am to 7.30pm, Monday to Thursday, all year round. The childminder receives funding to provide free early education to children aged three years. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk and a joint observation together.
- The inspector talked with parents, children and the childminder at appropriate times during the inspection.
- The inspector observed children taking part in indoor activities.
- The inspector discussed improvements that have been made since the last inspection with the childminder.

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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