

Childminder report

Inspection date: 27 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 are safe, happy and content in the childminder's welcoming home. They evidently enjoy attending and benefit from the warm interactions they have with the childminder. Children develop warm, trusting relationships with their friends and are kind and considerate of their needs. For instance, older children thank their younger friends for letting them have a turn with their favourite truck. Children play happily together and their behaviour is good. They develop good personal, social and emotional skills, which helps to prepare them for their future learning well.

Children are active learners and are keen to be involved in a variety of play experiences. They concentrate well in activities that interest them and keep on trying when some learning is more challenging. For instance, older children persevere in pulling zips to unfasten their shoes. They gain confidence in their own abilities and develop a can-do attitude to learning.

Children's communication and language skills are good. They gain and use a wide range of vocabulary in their conversations. Older children share their thoughts and ideas confidently and are able to articulate answers to questions extremely well. For example, as they point out parts of toy trucks, they talk about the hydraulics before confidently explaining how these lift the tipper truck.

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

- The childminder values and respects the unique personalities of the children she cares for. She responds sensitively to their needs and offers support when children need this. For instance, as older children master toileting, she offers help to enable them to build confidence in managing these new routines.
- Parents speak positively about the childminder and the care she provides for children. They say that she is welcoming, relaxed and friendly and that children are well cared for. The childminder uses her good partnerships with parents to share information about children, including their key achievements. She recognises that there is more she can do to share a greater range of information with parents, to further support them in continuing their children's learning at home.
- The childminder recognises the impact of the COVID-19 pandemic has had on children's abilities to meet with their peers and to learn about the wider world. She has adapted her curriculum to reintroduce opportunities for children to learn about their local community and the natural world. For instance, the childminder takes children on outings to local toddler groups, the library and the park. This helps to support children in meeting with new friends and to develop their understanding of the world they live in.

- Opportunities for children to develop their independence are supported well by the childminder. Older children take responsibility for age-appropriate tasks. For instance, as they prepare snacks, they learn how to use knives safely to cut husks from their strawberries, and slice them into pieces confidently. The childminder praises them, to continue building children's confidence in their growing abilities.
- The childminder makes regular observations and assessments of children's learning and overall development. She has a good understanding of what children need to know and to be able to do next, and children make consistently good progress. However, at times, opportunities to focus on what the childminder wants children to learn next in activities are not fully explored, to help children achieve at the highest levels.
- The childminder regularly reflects on her knowledge and skills, and uses opportunities to build on her own professional development. For instance, she has undertaken training on speech and language and uses this successfully to support the children in her setting. Children's communication and language skills are a strength of the childminder's teaching skills. This supports the good progress children make in this area of their learning.
- Children enjoy the experiences that the childminder provides to develop their physical skills. Younger children carefully pick up pieces of rice as they transfer them into bowls. Older children enjoy stacking wooden blocks, as they develop good hand-to-eye coordination skills balancing bricks carefully to make a tower. Children are developing physical skills appropriate to their age and stage of development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She has a secure understanding of how to identify children who may be at risk of harm and how to recognise indicators of neglect and abuse. She is aware of local safeguarding partnership arrangements and knows who to report any concerns about children's welfare to. The childminder provides a safe and secure environment for children. She ensures that she supervises children in her home and garden, on outings and when children are eating meals or snacks.

What does the setting need to do to improve?

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

- strengthen ways to incorporate children's next steps for learning more consistently into their play
- enhance opportunities to share information with parents about how children's learning may be supported further at home.

Setting details

Unique reference number	EY442354
Local authority	Hampshire
Inspection number	10219765
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 2012. She lives in Basingstoke, Hampshire. The childminder provides care from 8am to 6.30pm, Monday to Friday, all year round except for family holidays and bank holidays. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Tara Naylor

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 spoke to the inspector about their intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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