

Childminder report

Inspection date: 7 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are confident, happy and settled in their environment. They form secure attachments with the childminder, who is warm, caring and responsive to their needs. The childminder is a positive role model who shows children high levels of respect. She treats all children as individuals and takes an interest in what they have to say. Children of all ages make good progress in their speech development and are confident communicators. They excitedly shout out the phrases they know from their favourite books as they read together with the childminder. Babies are starting to babble and enjoy warm interactions with the childminder and their older peers.

The childminder provides a bright, welcoming and stimulating environment for children to play in. As a result, they are keen to play, learn and explore. Babies immerse themselves in sensory play as they explore a range of interesting resources in 'treasure baskets'. Older children focus as they connect colourful magnetic shapes together and proudly show their efforts to the childminder. The childminder calmly helps children to understand expectations for behaviour. Consequently, children understand the importance of taking turns and sharing. They listen and respond to instructions. They learn they need to keep babies safe by keeping toys with small parts out of their reach.

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

- The experienced childminder has a good knowledge of the learning and development requirements. She provides a curriculum to help all children have access to a broad range of experiences. The childminder undertakes regular assessments of children's progress. As a result, she knows what children need to learn next to move on to the next stage in their learning and how to support them to do so.
- Children's communication and language skills are very well supported. The childminder talks to children constantly as they play. She helps children to understand and pronounce letters and their sounds. Mealtimes are social activities where children share information about their home lives and talk about the foods they like to eat. The childminder uses brightly coloured toys to teach babies simple concepts, such as 'up' and 'down'.
- The childminder is skilled at supporting children to persevere and try things out for themselves. For example, when younger children become frustrated as they try to make bubbles with giant circular wands, the childminder mimics the arm movements to demonstrate how to achieve their goal. She encourages them and provides clear guidance to help them. In turn, this helps children to develop the important muscle strength in their arms to support their future writing skills.
- Partnerships with parents are very strong. The childminder regularly keeps

parents informed about their children's progress. She encourages parents to contribute to their ongoing learning. Parents speak highly of the childminder and of how well they feel that she supports their children's emotional, physical and developmental needs. They particularly praise the range of interesting activities she offers.

- The childminder provides children with a broad range of outdoor activities to help them get plenty of fresh air and exercise and learn about the world around them. Children relish running around the well-equipped garden. They enjoy visits to local farm parks and pet handling centres. Children develop important social skills as the childminder meets with local childminders so that children can socialise in wider circles.
- Children have access to a very wide range of toys and resources. However, at times, this can be distracting as they quickly move from one activity to the next. This does not allow children to consistently engage in meaningful learning. In addition, this leads to disagreements between children over certain toys. Nonetheless, the childminder positively helps children to remember the importance of being kind to their friends and sharing.
- The childminder keeps her knowledge up to date. For example, she attends regular paediatric first-aid and safeguarding training. She keeps up to date with any changes to the framework. She is reflective of her practice and regularly asks parents for feedback. However, more recently, she has not considered professional development opportunities where she could build on her existing knowledge and skills to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs which could indicate that a child is at risk of harm. This includes wider safeguarding issues, such as children being at risk of being exposed to extreme views or behaviour. The childminder is clear about her responsibilities to report any concerns about a child's welfare, including any allegations, to the local safeguarding partnership. The premises are very safe and secure. The childminder monitors sleeping babies regularly. She supervises children constantly as they play, indoors and outdoors, and while they are eating. This ensures children's safety while they are in her care.

What does the setting need to do to improve?

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

- review the organisation of the environment, including the amount of resources available at any one time, to provide more opportunities for children to sustain their concentration and engage in focused learning
- engage in targeted professional development opportunities to help build on

existing knowledge and teaching skills, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	111424
Local authority	Hampshire
Inspection number	10136158
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 8
Total number of places	6
Number of children on roll	0
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder registered in 1992 and lives in Andover, Hampshire. She operates all year round from 7am to 5.30pm, Monday to Friday. The childminder holds a relevant qualification at level 4.

Information about this inspection

Inspector

Carla Roberts

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 her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents' written views of the setting were taken account of by the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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
E: enquiries@ofsted.gov.uk
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