

Childminder report

Inspection date: 20 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and relaxed and behave extremely well. They settle quickly and confidently engage in play. Children have established secure attachments to the childminder, which supports their emotional development and helps them to feel safe. The childminder has high expectations for what children can achieve. Children are curious and are eager to learn. For instance, they independently choose resources and persevere with tasks. Children develop an understanding of numbers and are able to count how many spikes there are on a dinosaur's back and how many spots on a ladybird.

Children have a rich variety of interesting resources that inspire them to play, particularly outdoors. For instance, they excitedly use fresh herbs, water, soil and other natural objects and ingredients to create pretend soup in the mud kitchen. They learned about life cycles while observing caterpillars and used their knowledge to create their own caterpillar which was inspired by 'The Very Hungry Caterpillar' story.

Children make good progress with pre-reading and writing skills. They frequently listen to stories and recall and anticipate events for the characters in the books, which broadens their vocabulary. For instance, the childminder read the story of 'The Stompysaurus' and they were able to sequence the events. Children use their creativity and imagination to draw their favourite dinosaurs.

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

- Overall, the childminder reflects on her practice effectively and ensures requirements are met. However, she recently failed to notify Ofsted of a change of address within the required timescale. Following discussion, she showed that she is now fully aware of when to make notifications in the future. There has been no impact on the care of children.
- The childminder has a good understanding of children's learning and development. She is responsive to their individual needs and gets to know each child's stage of development and learning style well. However, she does not precisely focus professional development opportunities on further developing her knowledge and skills, to help all children make the best possible progress.
- The childminder supports children to develop independence skills. She allows them to do things for themselves without being rushed. Children confidently select their healthy snack and are encouraged to take off their shoes when leaving the outdoor area. The childminder supports children's understanding of the local community with weekly trips out to the library and forest school.
- The childminder is a positive role model and acts promptly and sensitively to guide the children. She has a secure understanding of the children's needs. She

uses positive communication during her interactions with children to support their emotional needs and help them learn how to behave appropriately.

- Children's physical development is supported well. Children use ride-in vehicles in the garden. They safely use the slide and manage their own risks. They incorporate creativity and imagination into their play. For instance, they created a dinosaur world in a large tray, which was filled with soil and upturned plant pots for mountains. The children used their voices to make the dinosaurs 'roaaaaar'.
- The childminder provides a very good range of resources and opportunities that inspire the children to develop mathematical skills and problem-solve. For instance, the children learn how to count in sequence while making 'taste-safe mud'. They were encouraged to count how many scoops of cocoa powder they placed in the mixing bowl.
- The childminder skilfully supports children's communication and language development. She provides opportunities for children to develop their confidence to ask questions and share their knowledge and understanding. For instance, children were able to name the different foods that the hungry caterpillar ate when recalling events from the story.
- The childminder knows the children very well and uses the children's interests to plan for, and extend, activities. She understands that children should be active participants in their own learning and are more likely to be inspired to learn if they are interested in what they are learning. For instance, the children made a bug tray, which was inspired by their interest in the 'What the Ladybird Heard' story.
- Partnership with parents is good. Parents speak positively about the childminder and the quality of care and education their children receive. They comment that the childminder is 'open, generous and supportive' and that the children 'make good progress'. Parents state they are happy with the daily updates and the photographs showing what their children are doing during the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding children. She teaches children how to stay safe. For example, she teaches children how to safely enter the outdoors area, use the slide and walk across the sensory path. The childminder's knowledge and understanding of safeguarding policies and procedures is good. She knows what to do if she is concerned about a child's safety. She works effectively with parents and outside agencies to keep children safe. The childminder has a broad understanding of child protection issues, such as female genital mutilation. She has extremely good knowledge and understanding of all children's needs. During the pandemic, the childminder delivered shopping to children and families, posted activities and made video calls to the children to support their good health and well-being. She maintains the required records to keep children safe.

What does the setting need to do to improve?

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

- focus professional development opportunities more precisely on further enhancing teaching skills, to raise the quality of all children's experiences even more and help them make the best possible progress.

Setting details

Unique reference number	EY558650
Local authority	Hampshire
Inspection number	10190394
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	2 to 9
Total number of places	
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Fareham. She is open Monday to Friday all year round. The childminder is qualified to level 6 in early years.

Information about this inspection

Inspector

Loretta Murphy

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 provider and has taken that into account in their evaluation of the provider.
- The inspector talked with parents to seek their views about the childminder.
- The inspector talked with children and the childminder.
- The inspector completed a learning walk and a joint observation with the childminder.
- The inspector observed children taking part in activities, indoors and outdoors.

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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