

Childminder report

Inspection date: 4 July 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 enjoy lots of fresh air and exercise with the childminder. They go bug hunting on woodland walks and watch fascinated as they find ants in the childminder's garden. Children learn to navigate risks, such as climbing on a frame, coming down the fireman's pole and crossing the road safely with the childminder. Children learn how plants grow. They proudly show their daffodils and sunflowers to their parents. Children visit beehives. They watch them from a safe distance and learn all about the bees. All these activities support them to learn about the world around them and stay safe.

Children learn to share their toys and they get regular reminders to say 'please' and 'thank you'. This helps them to learn to play well alongside each other. Children form strong bonds with the childminder and regularly go to her for a cuddle and reassurance. They are happy talking with their friends and make lots of choices about what they would like to play with. The childminder makes sure that activities are planned that challenge children to develop their physical skills. For example, she encourages the use of tricycles to support children who need to develop their balance and coordination. Children also enjoy playing with play dough, which helps to strengthen the muscles in their hands.

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

- The childminder attends training to ensure her knowledge is up to date. For example, she has undertaken training to find out about the revised 'Statutory framework for the early years foundation stage'. She demonstrates a good understanding of her responsibilities, and reflects on what she can do to make her setting better. For instance, she recently implemented use of signing to help children communicate their needs effectively. She is currently researching how to incorporate more forest-school activities to build on her good work with teaching children about the world around them.
- The childminder teaches children to keep themselves healthy and how to manage their own behaviour. For instance, she plans activities that teach children about keeping their teeth healthy. They brush model teeth and read books about going to the dentist. The childminder gives timely reminders to children when they struggle to share and use 'kind hands'. This helps them to learn to play alongside each other well and be considerate of their friends.
- Overall, the childminder gives children lots of choice in their play and plans a varied curriculum that they enjoy. However, the childminder does not consistently plan a broad range of activities to help children develop their understanding of early mathematics. Opportunities could be extended to build the teaching of mathematics into the daily routine.
- Children really enjoy reading books with the childminder. They are encouraged

to read together, and they share favourite stories from home with their group. This supports them to learn new vocabulary and understand that print carries meaning.

- The childminder encourages independence when children arrive each day. For example, young children take off their own coats and shoes and hang them up as they come in. They bring their lunch boxes for mealtimes and learn to drink from cups with no lids. The childminder reflects on which skills will help children to get ready for school. For instance, she is currently creating a self-registration board so that children can learn to recognise their names as they arrive.
- Children have a wide range of resources at the childminder's setting both indoors and outdoors. However, at times, there are lots of resources in the environment that distract them and prevent them from focusing on planned activities. This means that, on occasions, they do not fully benefit from the learning outcomes intended from activities.
- The childminder plans a good variety of activities that support children to learn about similarities and differences between themselves and others. Children learn about festivals celebrated by different religions across the world and share foods from their own cultures. For example, children make lamps and talk about Diwali. They create dragons while they learn about Chinese New Year. Children discuss the jobs people do with the childminder. They talk about police officers and ambulance drivers and how they help others in their community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in summarising her responsibilities to keep children safe. She describes many indicators that would give her concern for children's welfare. The childminder knows local reporting procedures if she had concerns about children's welfare. She monitors attendance closely to make sure that children are safe, and has regular discussions with parents to discuss children's welfare. The childminder regularly refreshes her safeguarding knowledge through a variety of training providers, online forums and discussion with colleagues. Children learn how to keep themselves safe. For instance, they discuss road safety, using scissors and keeping safe while on woodland walks.

What does the setting need to do to improve?

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

- strengthen opportunities for children to learn about early mathematical concepts throughout daily routines
- review the organisation of resources to help children concentrate on chosen activities and improve their focus during planned communication sessions.

Setting details

Unique reference number	2575402
Local authority	Hampshire
Inspection number	10239542
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Oakley near Basingstoke. She operates Monday to Friday from 8am to 6pm, all year round. The childminder is in receipt of funding for early years education for children aged three and four years.

Information about this inspection

Inspector

Charlotte Foster

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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The childminder and inspector evaluated a planned activity together.
- The childminder provided the inspector with a sample of key documentation on request, including suitability checks and training certificates.

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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