

Childminder report

Inspection date: 5 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 form friendships with each other and with the nurturing childminder. They demonstrate that they are confident to express their needs, wishes and feelings. Children care for their younger friends. For example, they pass them their water bottles and encourage them to have a drink. Children behave well. They help to tidy up the environment and care for the resources. They are beginning to learn to share, and the childminder gives them support to take turns when appropriate. Children play in a safe, well-resourced environment. The childminder teaches children how to keep safe in the sun, encouraging them to wear their hats and drink plenty of water.

Children particularly enjoy exploring the mud kitchen. They pretend to make a swimming pool using sand and water. They work together, taking it in turns to empty and fill different containers. Children sing familiar songs and rhymes, copying the actions and dancing along. They creatively produce new songs about unicorns that become part of their daily rhyme time. Children experiment with colour. They use brushes to paint their hands black and use their fingers to make marks on paper. Babies join in with the activities. They investigate by using their hands to squeeze the paint off the brush, watching what happens as the paint goes on the floor.

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

- The childminder has a good knowledge of the children that she cares for. For instance, she understands their unique personalities and is committed to helping to develop their character. She strives for children in her care to develop into confident, sociable individuals. The childminder is responsive to children's needs and children demonstrate that they feel safe and secure.
- The childminder plans activities within the curriculum that children will enjoy. She gives children lots of opportunities to learn outdoors. She relates activities to themes, such as the sun. For example, the childminder places shiny resources in the tray to talk to the children about the sun's reflection. However, in her planning and interactions she does not fully consider the knowledge and skills that she needs to teach children to help them to achieve the next steps in their learning.
- The childminder helps children to develop their independence. She works with families well, giving advice around toilet training. She gives children choices and respects their views. For example, at snack time, children can choose if they would like to join in. The childminder praises children, which helps to build their self-esteem.
- The childminder ensures that her mandatory training is kept up to date. She has learned about different approaches to early education, leading to her adapting

her provision. She is committed to her ongoing professional development and has plans to complete further training to enhance her provision.

- The childminder regularly shares information with parents. For example, she sends pictures and videos of the things that children enjoy. Parents speak fondly of the childminder. They describe her as a 'kind and patient person'. She shares information with parents to inform them how they can keep their children safe online. The childminder has established relationships with the local primary school to share information and help support children's transitions.
- Children chat happily to the childminder and each other. The childminder reads stories to children with enthusiasm. Whilst reading, she poses questions related to the story to test their knowledge and understanding. This helps children to make good progress in their communication and language.
- Children experience a wide range of trips and visits that teach them about the wider world. For instance, the childminder takes children on different modes of transport, such as the ferry and bus. Children visit the local shops to choose something for the setting. They handle the money and learn how to pay for things. Children enjoy these additional responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of identifying signs that might indicate that children are at risk of harm. She completes regular training to ensure that she knows how to respond to any concerns about children's welfare. She recognises her important role in supporting families and understands how to help them access support from other professionals when needed. The childminder risk assesses outings before taking children to different places to ensure that she can keep the children safe. The childminder is confident in the procedure to follow if an allegation is made against her or someone in her household.

What does the setting need to do to improve?

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

- develop the planning and delivery of activities to focus more sharply on the skills and knowledge that children need to learn next to help them make even better progress in their learning.

Setting details

Unique reference number	2543519
Local authority	Hampshire
Inspection number	10215445
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. The childminder lives in Gosport, Hampshire. The childminder provides care to children from 8am until 5pm, five days per week throughout the year. She accepts funding for the provision of free education for children aged two, three and four years.

Information about this inspection

Inspector

Jade Orosz

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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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

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E: enquiries@ofsted.gov.uk
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