

# Childminder report

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Inspection date: 6 July 2022

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

## What is it like to attend this early years setting?

### The provision is good

Children thoroughly enjoy the time they spend with this kind and caring childminder. They develop strong emotional bonds. Children confidently come into the setting and quickly settle to their chosen activity. They form close friendships with each other. Children receive good support to cope with their emotions and, as a result, they are learning to share favourite resources.

Children confidently link animal sounds to zoo animals during a role play activity. They use their imaginations well, for example, as they pretend to be a lion roaring or a koala bear climbing up a tree. Children excitedly recall the experiences they share with the childminder. They point at the twigs they found during a walk in the woods and talk about what they will make with them. Children engage well with learning through play. They enjoy the opportunities they have to practise the skills they need for future learning. Children enjoy taking part in activities that help them understand different people and the contributions they make. For instance, they learn about people who work and help us in the local community.

Although the childminder's first-aid qualification has lapsed, there is little impact on children. The childminder has booked an appropriate first-aid course and keeps her skills up to date through her work as a healthcare professional.

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

- Although the childminder understands that maintaining a valid first-aid certificate is a legal requirement, she has been unable to complete her qualification in the timescale required. That said, she demonstrates an exceptionally good understanding of first aid and the procedures to follow should there be an accident. The childminder has been proactive to ensure she books onto the earliest first-aid course. As a result, children's safety is not compromised.
- The childminder supports children's communication and language very well. She introduces new words and extends their sentence structures during conversations. Children confidently use new words in context. For example, they talk about koala bears climbing up eucalyptus trees. The childminder understands how to sequence learning. For instance, after reading a storybook about a zoo, she encourages children to recall key words from the story to consolidate their learning.
- The childminder regularly attends training courses and online workshops. For instance, she is learning about other forms of communication, such as Braille, baby signing and Makaton. This is helping her to develop her childcare skills further and promote children's language and communication.
- The childminder provides good opportunities for children to learn about the natural world. Children plant and tend seeds, which helps them to learn about

life cycles. They enjoy visits to the seaside and bird parks and walks along the river. This helps children to understand the world around them.

- The childminder makes good use of her local community. Children have opportunities to socialise at local groups and use large-scale equipment at parks. This helps to build on their social skills and promotes their physical development.
- The childminder is ambitious for children and has a clear understanding of what they need to learn next. She maintains strong links with parents, who speak extremely highly of the communication they have with her. However, the childminder has not fully considered how she can extend her partnerships to include other early years settings children also attend.
- Overall, the childminder provides good opportunities for children to be independent. For instance, children help to prepare snacks and sandwiches. However, the childminder is sometimes inconsistent in the support she provides for children to develop specific skills. For example, she has not given enough thought to how to teach children to drink from cups rather than beakers.
- The childminder helps children to learn about their own personal hygiene. For instance, children learn about the importance of washing their hands and following good oral hygiene practices. The childminder helps children to learn about the benefits of developing a healthy lifestyle. This is through discussions with children about the importance of eating healthy foods and limiting sugary treats.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear understanding of her role and responsibilities in keeping children safe. She is alert to potential risks to children, including exposure to domestic violence, extreme views or behaviours. The childminder knows the procedures to follow should she have any safeguarding concerns. She attends relevant training and continues to seek advice and guidance to keep her knowledge up to date. The childminder manages risks effectively both in her home and when on outings.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
obtain and maintain a relevant paediatric first-aid certificate.	15/08/2022

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

- develop partnerships with other early years settings that children attend to help provide continuity in care and learning
- provide more opportunities for the older children to develop their self-care skills, to help increase their independence.

## Setting details

<b>Unique reference number</b>	2569457
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10239531
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020. She lives in Liphook, Hampshire. The childminder operates her service from 8am to 6pm, Monday to Friday, term time only. She holds a childcare qualification at level 3. The childminder receives funding for free early education for two-, three-and four-year-old children.

## Information about this inspection

### Inspector

Hazel Farrant

### 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector took account of the views of parents spoken to during the inspection and from written feedback provided.
- The inspector had discussions with the childminder. She looked at relevant documentation, such as her 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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