

Childminder report

Inspection date: 11 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 are happy and settled. They form secure and trusting relationships with the attentive childminder. Children demonstrate that they feel safe in her care. They actively invite the childminder to play with them as they relish her involvement. Children's needs are quickly identified and swiftly responded to. For example, children's emotional well-being is supported as they receive plenty of cuddles and reassurance if they become tired, hungry or frustrated.

Children benefit from the childminder's well-planned curriculum that follows their interests and promotes their learning. They enjoy daily opportunities for fresh air and exercise and have fun as they play in the childminder's garden. Children show curiosity in all their activities and a willingness to join in and try new things. For example, they show delight as ice melts in the water tray. They concentrate well and attempt to use syringes to collect the water and pick up the ice with tweezers. Overall, children make independent choices as they select what they would like to play with. For instance, they explore puzzles and books and build with large bricks. Older children show developing perseverance as they fit pieces of puzzles together and enjoy talking about the pictures in the story. Children make good progress and receive lots of encouragement and support as they play.

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

- Children's personal, social and emotional development is an important part of the childminder's practice. Outings to visit their local community and environment have been a focus, as children have had limited access to these during the COVID-19 pandemic. Furthermore, children enjoy trips to the woods, beach and the New Forest. This supports children's social development and their understanding of the world around them.
- The childminder provides a good range of opportunities for children to explore their interests. However, on occasions, she is too quick to suggest ideas and additional equipment, so children do not always fully explore what they are doing. Despite this, children develop a wide range of skills in readiness for the move to the next stage in their education.
- The childminder supports children's communication and language skills well. She encourages children to engage in conversation and actively promotes their developing vocabulary. For example, as children feel the texture of ice, the childminder models words, such as the ice being 'slippery'.
- The childminder encourages children's curiosity. She confidently recognises what children can do, and what they need to know to make progress. However, at times, the childminder focuses her attention on children who communicate well and does not think carefully about the learning intentions for younger children. As a result, older children quickly answer all the questions, and younger children

are not fully engaged in the activity.

- The childminder provides good opportunities for children to develop their small physical skills. Children practise handling various tools with their hands and fingers. For instance, they fill and pour with various containers and use spoons, pipettes and play syringes. This helps to build their muscle strength and dexterity.
- Children behave well. The childminder has good expectations for children's behaviour and is consistent in her approach. For example, she reminds children to share, take turns and to use good manners.
- The childminder has good relationships with parents. She speaks to them at drop-off and collection times and sends regular photos to keep them informed about their children's time and learning. Parents comment positively on the care their children receive and how happy they are with the childminder's service. They say that the childminder is 'loving, courteous, and willing to go above and beyond'.
- The childminder evaluates and reflects on the service she provides for parents. She talks to them about their preferences and the needs of their individual children. She knows what she does well and identifies some areas for improvement. The childminder is enthusiastic and ambitious and continues to develop her good practice, through carrying out research and training, for example. This helps her to keep her knowledge and skills up to date, and children benefit from fresh ideas and new approaches to learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe from harm. She supervises children diligently and ensures they play in a safe and secure environment. The childminder attends child protection training to help keep her safeguarding knowledge up to date, including the 'Prevent' duty, county lines and female genital mutilation. She can recognise the signs that may indicate a child is at risk of harm and knows how to report concerns about a child's welfare. The childminder holds a valid paediatric first-aid certificate, which enables her to treat children appropriately in the event of an emergency.

What does the setting need to do to improve?

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

- enable children to have more time to explore their own play ideas, to gain the maximum learning they can before moving on to something else
- offer further encouragement to younger children to help them fully engage in their play and learning at all times.

Setting details

Unique reference number	2515437
Local authority	Hampshire
Inspection number	10207894
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 3
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. She lives in Wherwell, Hampshire. The childminder works Monday to Friday, 8am until 6pm, all year. She has a degree in early years. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning. The childminder explained her curriculum intentions and what she wants the children to learn.
- The inspector looked at relevant documentation, including evidence of paediatric first-aid training and of the suitability of all those living in the household.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took account of the parents' views through their written comments.

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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