

Childminder report

Inspection date: 18 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 very settled and form strong bonds with the warm, caring and nurturing childminder. The childminder effectively meets children's individual care needs and helps them to feel secure in the setting. Babies benefit from established routines and consistency. They readily approach the childminder for cuddles and reassurance. Children benefit from an inviting learning environment and a broad curriculum. The childminder makes good use of opportunities to develop children's learning by linking activities to themes, which at the time of the inspection was 'caterpillars'. For example, children enjoy opportunities to observe the caterpillar home and make items in the pretend kitchen, 'caterpillar café'.

Babies know the routines of the day and show that they feel happy and safe. They explore with confidence and are enthusiastic to join in with many sensory activities. For example, they show excitement when playing with water in the garden and delight as they splash and feel the water trickle through their hands. Children develop a positive attitude to learning. They have many opportunities to exercise and explore the outdoors. The garden area is resourced with stimulating equipment, and children go on regular visits to places in the local community and to explore wildlife. This helps to support children to learn about the world around them.

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

- The childminder tailors settling-in procedures to the individual needs of each child and their family. She knows about children's home lives and talks to them about their families, enhancing their sense of belonging.
- Children are supported to learn about their own similarities and differences as they play with toys and read books. For example, the children enjoy stories that represent people from different cultural backgrounds. The childminder successfully values children who are learning to speak English as an additional language. For instance, she learns Portuguese words and supports children to value Portuguese celebrations. This further builds on children's understanding of people outside their immediate family or experience.
- Overall, the childminder offers a broad curriculum that helps children to learn the necessary skills for future success. However, at times, she does not consider focusing precisely on the outcomes for children and targeting each child's learning needs, to extend their learning further. Nonetheless, the childminder takes children on many outings and has recognised the benefits of developing their confidence in different groups and social situations. This is because some children did not have opportunities to visit places during the COVID-19 pandemic.
- The childminder is a good role model and has a secure knowledge of how to

support children's feelings and promote positive behaviour. She gives high levels of praise and encouragement, which motivates and helps support children's confidence. Children behave well.

- The childminder knows the children in her care well. She enthusiastically engages in the children's play, is led by what the children want to do, and supports their natural instincts to discover. She chats with children, modelling conversation and introduces new vocabulary. This supports children to further develop their speaking and understanding.
- The childminder weaves age-appropriate mathematical language during young children's water-play activities, such as 'full' and 'more' and basic counting. This is evident when modelling pouring and filling water with various containers. This helps to promote young children's understanding of size, quantity and number.
- Partnerships with parents are effective. Daily verbal communications provide parents with information about their children's care and learning needs. Written testimonials from parents demonstrate the friendly and trusting relationships the childminder has with them. Parents comment, 'they couldn't be happier with the care. Children feel safe, loved, are able to be challenged and try new things.' However, the childminder does not establish strong links with other settings attended by children, to help provide greater consistency in children's care and learning.
- The childminder continually reflects on her service and constantly strives to improve her practice. She keeps her knowledge up to date and attends training to effectively promote her professional development. For example, she recently completed training to help support and extend children's mathematical development and overall learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to protect children and to keep them safe. She is knowledgeable about the signs that may indicate a child is at risk of harm. The childminder is aware of local safeguarding partnership procedures for managing concerns about a child in her care. She keeps up to date with changes in child protection by completing relevant training and research to ensure that she is aware of wider concerns. Examples include signs of county lines and radicalisation. The childminder can talk in confidence about what she would do in a range of scenarios. Children are well supervised.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings that children attend to develop more effective ways to share information about their learning and

experiences

- continue to plan an effective curriculum and consider more closely the intent and the impact of the activities to focus precisely on the outcomes for children.

Setting details

Unique reference number	2564232
Local authority	Hampshire
Inspection number	10232174
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	0 to 6
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Whitchurch, Hampshire. She operates from 8.30am to 6pm, Monday to Friday, for most of the year, except for bank holidays and family holidays.

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 this into account in their evaluation of the setting.
- The childminder took the inspector on a tour of all areas of the premises, to understand how the early years provision and the curriculum is organised.
- 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 looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022