

Childminder report

Inspection date: 19 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and separate from their parents with ease. They are ready to learn at the childminder's welcoming home. They settle easily and engage in a range of available activities. Children behave well and have good manners, saying 'please' and 'thank you' spontaneously. They have positive attitudes to learning. Children persevere in their quest to fill the sand tray as high as they can with water. They confidently tell the childminder how high they want the water to be. Children correctly name the creatures hiding under the sand, including lobsters and penguins. They form good attachments, not only with their key person but with all adults. Older children support younger children during their play. For example, they offer to help them to put nappies on the baby dolls.

Children have opportunities to extend their physical skills in the large garden area. They enjoy playing imaginatively in the home play area. Children use the toy barbecue to cook food and serve this to the adults. They confidently manipulate the tongs to hand out the 'sausages'. The childminder promotes an interest in books, encouraging children to bring in their favourite stories. This helps to develop children's communication and literacy skills.

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

- Since the last inspection, the childminder has improved her practice. She deploys her assistants to meet the needs of the children. As a result, there are a variety of play opportunities available for the children to choose. The childminder encourages her assistants to do extra training, to increase their skills and knowledge of working with children. This helps to ensure that the team keeps its skills and knowledge updated.
- The childminder and her assistants plan exciting activities. They engage the children and develop their knowledge and skills. They develop children's vocabulary by introducing new words, such as 'oysters' and 'pearls'. However, sometimes they do not extend children's learning by using effective questioning. For example, when children say that the sand has gone, there are no follow-up questions. This does not help to extend children's thinking skills.
- The childminder gathers information from the parents when children first start. This helps her to plan effectively for each child's next steps and interests. The childminder makes good use of electronic communications to share children's achievements and progress with parents. Generally, parents are very complimentary about the setting. They report that the childminder supports their children with learning to eat different foods. They say how pleased they are that their children are developing healthy eating habits. Parents state that their children's confidence has grown. They talk about how their children are independent and ready for school. Parents know what their children are learning

at the childminder's setting. However, they do not receive ideas to help to support their children's learning at home.

- The childminder and her assistants have good relationships with the children. They interact well and, as a result, children settle easily and are happy in the environment. Individual routines help children to feel safe and secure. The childminder supports new families well. Planned individual settling-in patterns help to ensure smooth transitions. This helps to develop children's sense of belonging.
- The childminder encourages children to adopt healthy lifestyles. Children understand the need to wash their hands before snack time and after visiting the toilet. They are aware that they need to apply sun cream and wear sun hats when they go outside, to protect them from the sun.
- The childminder works closely with other providers, including local schools and pre-schools the children attend, to share learning and experiences. This helps to meet the needs of the children.
- Children develop close friendships with other children. They play happily together and are very confident as they explore their surroundings. These positive interactions significantly enhance children's social skills. The childminder provides a range of activities and resources to develop coordination. For instance, children use tongs appropriately. They transport water from one container to another with ease.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has accessed further training. This helps to ensure that her knowledge is current. She and her assistants are aware of the procedures to follow if they have concerns about children in their care. This includes aspects of safeguarding, such as radicalisation and female genital mutilation. The childminder is aware of the process to follow if concerns are raised about adults living or working on the premises. She holds regular team discussions. Ongoing risk assessment of the environment helps to keep children safe. The childminder and her assistants have completed paediatric first-aid training. This helps them respond appropriately to any accidents.

What does the setting need to do to improve?

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

- refine techniques to allow children to think and solve problems, to extend their knowledge further
- develop further the good partnership working with parents to provide more support for them to extend children's learning at home.

Setting details

Unique reference number	EY460381
Local authority	Hampshire
Inspection number	10221881
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 11
Total number of places	9
Number of children on roll	26
Date of previous inspection	20 January 2022

Information about this early years setting

The childminder registered in 2013. She lives in Ringwood, Hampshire. The childminder employs two assistants to work with her. The childminder and one assistant hold a level 3 qualification in early years. The childminder is open all year round, all day from Monday to Friday. The childminder offers free early education places for three- and four-year-old children.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider 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.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, assistants and children.
- Parents shared their views on the setting with the inspector.
- The inspector carried out joint observations of an activity.
- 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.

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