

Childminder report

Inspection date: 22 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, confident and settled. They have formed good relationships with the childminder and each other. They are encouraged to use respectful behaviour. For example, the childminder regularly reminds them to use manners and share toys and resources. Children have opportunities to meet up with other children from the local community. They acquire a good range of key skills in preparation for the next stage of their development and the move to school.

Children develop an interest in nature and have a good variety of interesting resources, which inspire them to play. They are inquisitive and curiously explore the outdoor environment. For example, children have helped to make a bug hotel. They talk about bugs they have found in the garden and grow vegetables in the allotment. They learn how to care for creatures, such as helping caterpillars turn into butterflies.

Children have access to a rich variety of books. They often listen to stories and use books to remember and talk about the sequence of events in a story. Children are attentive listeners during group time and develop their counting skills. For example, children listened to the 'Sharing a Shell' story and were able to help the childminder count the sea creatures.

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

- Partnerships with parents are good. The childminder provides settling-in sessions to get to know children and their families. She updates parents daily via an online app and at pick-up times. Parents comments about the childminder are very positive. For example, they state that children are happy and that the childminder supports children and families well.
- The childminder regularly evaluates her practice. She is proactive in assuring her knowledge is up to date through training. For example, she has recently participated in 'The Parenting Puzzle' course to further enhance her understanding of different techniques to support children with challenging behaviour. She uses the information and knowledge gained to influence her practice and to support families.
- Children develop an interest in stories. The childminder regularly reads stories to children and encourages them to join in. She incorporates books into all areas of the curriculum to further support their understanding of a variety of topics. This further enhances their learning and development. In addition, children are encouraged to look at books that promote diversity to help children understand and respect different cultures.
- The childminder promotes children's communication and language skills well. She listens to them and extends their vocabulary. She engages the children in

conversation and asks questions to encourage critical thinking. For example, children confidently answered questions about jellyfish during a craft activity.

- The childminder knows the children well. She knows how they are progressing and what she would like them to learn. She skilfully incorporates the curriculum into their learning and development, especially mathematics. Children are taught to count in sequence, recognise numbers and understand shape. For example, they were encouraged to count the tentacles on a jellyfish and use different shapes to create the face.
- Children's physical development is encouraged well. For example, during a movement activity they were able to move their bodies like a variety of sea creatures. They moved sideways like a crab and jumped like a starfish. Children develop an understanding of healthy lifestyles. For instance, they taste healthy foods that they have grown on the allotment and follow health and hygiene routines.
- The childminder teaches children about the natural world. Children show respect for living creatures and the environment. They enjoy days out at the local parks and beaches as well as looking at a variety of creatures while pond dipping at the local river.
- The childminder supports children's independence well. For example, they wash and dry their hands before mealtime and choose toys to play with. However, she does not consistently consider ways to further encourage children's skills in independence, especially at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder teaches children how to stay safe. For example, they learned about vehicle safety and had a visit from a local school crossing patrol. The childminder has good knowledge and understanding of safeguarding policies and procedures. She knows what to do if concerned about a child's safety and keeps her safeguarding knowledge up to date through attending training courses. The childminder has good knowledge and understanding of children's individual needs. During the COVID-19 pandemic, the childminder supported children and families. For example, she delivered home-learning packs to children and families and collected a child when a parent was not able to drive.

What does the setting need to do to improve?

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

- review opportunities provided to further encourage children's skills in independence, particularly in relation to mealtimes.

Setting details

Unique reference number	2547108
Local authority	Hampshire
Inspection number	10215606
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	2 to 7
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Swanmore, Hampshire. She provides care for children Monday to Thursday from 7.30am to 5.30pm, for most of the year. The childminder holds a level 3 early years qualification.

Information about this inspection

Inspector

Loretta Murphy

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 inspector talked with parents to seek their views about the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed children taking part in activities indoors.

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