

Childminder report

Inspection date: 1 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children love to come to this inviting, home-from-home environment. They are keen learners and readily explore the variety of activities on offer on their own and with friends. Children play cooperatively and make up their own games. For example, they use an obstacle course to plan a game where the floor turns to 'lava', and they find ways not to fall in. Older children are compassionate towards younger children and provide help where needed. For example, they offer construction blocks and discuss where to place them on younger children's creations. Children progress well from their initial starting points.

Children learn about adopting healthy lifestyles. They run, jump and balance with good body control. Children show increasing competency as they play with a selection of balls. They learn that each ball is used for a specific sport, such as basketball. Children practise dribbling large balls and encourage others to master the skill too. This helps to enhance their knowledge of techniques and rules used in different sports.

Children behave well. They demonstrate an understanding of the rules in place to keep them safe, such as using 'walking feet' inside. The childminder and her assistants encourage children to always consider the consequences of their actions to themselves and others, such as when using the swings. This helps children to feel safe and secure.

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

- The childminder has an in-depth knowledge of how to implement a challenging curriculum for each child. She gathers comprehensive information from parents at the start and builds further on children's interests and experiences. For instance, children are involved in an allotment project. They designed and measured areas of the garden and worked together to build a greenhouse. As a result, they are interested and excited to learn about growing plants. Children look at photos and recall what happened when potatoes were harvested. This helps their understanding of where food comes from.
- The childminder places a strong emphasis on children's communication and language skills. Children speak with growing confidence as they remember past events. They talk with enthusiasm and excitement about their home experiences, such as when they compare features of their own bicycles. Children sing tunefully as they enjoy a variety of songs. They quickly notice a change in lyrics when the childminder sings a song with a familiar tune. This helps children to make connections in their learning.
- The childminder understands the importance of establishing routines of the day. However, on occasions, she does not ensure that staffing arrangements fully

meet the needs of all children. Although there is a sufficient number of staff to meet the ratio requirements, they are not deployed effectively at certain times in the day. For example, at snack time, staff complete other tasks, such as cleaning and tidying children's toys. This results in times where purposeful interaction and engagement are not maximised.

- The childminder and her assistants help children to develop their independence skills through daily routines. Children manage their self-care skills with increasing confidence. They wash their own hands, peel fruit for snack time and address their own toileting needs. This helps to promote children's good health and well-being.
- Children have many opportunities to explore local places of interest, such as the farm and library. They regularly visit a local group where other childminders and their children attend. Children happily approach visitors and ask them questions to find out more about them. This has supported the improved development of children's social skills.
- The childminder is committed to continual improvement and reflects regularly on her practice. However, she does not monitor her assistants' practice closely enough to ensure that teaching is of a consistently high standard. Therefore, training needs and areas of development are not precisely identified and met. This means that children's learning is not consistently taken to a higher level.
- Parents speak highly of the education and care their children receive at the childminder's setting. They look forward to seeing what their children have been doing through photos and comments on the online application. Parents are well informed about their children's ongoing progress and comment positively on the efforts by the childminder and her assistants to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge and understanding of child protection issues are secure. She and her assistants know about the potential signs and symptoms of abuse and can describe appropriate reporting procedures should they have a concern about a child's welfare. The childminder gives priority to maintaining a safe and secure environment for children to play. She carries out regular risk assessments indoors and outdoors. Children show an increasing awareness of managing their own risks, such as when they carefully negotiate the steps to the slide in the garden. The childminder ensures that all staff who work with children are suitable.

What does the setting need to do to improve?

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

- establish more effective systems to closely monitor staff performance and

identify their individual professional development needs to strengthen their practice

- review the deployment of staff, particularly at mealtimes, to ensure that their interactions and engagement with children are purposeful and fully support children's learning.

Setting details

Unique reference number	EY438614
Local authority	Hampshire
Inspection number	10232979
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 9
Total number of places	18
Number of children on roll	30
Date of previous inspection	13 September 2019

Information about this early years setting

The childminder registered in 2011 and operates her service in Clanfield, Hampshire. She employs a total of five staff, four of whom hold relevant childcare qualifications at level 3. The childminder works with two assistants each weekday between 7am and 6pm, all year round. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sonia Panchal

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 took the inspector on a tour of her house and discussed the safety and suitability of the premises, as well as her intentions for children's learning.
- The inspector observed interactions between staff and children and evaluated the impact these have on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning. She spoke with the childminder, her assistants and children at appropriate times.
- The inspector looked at written feedback from parents and took account of their views.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff to work with children.

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