

# Childminder report

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Inspection date: 31 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children progress well and are equipped with the skills and knowledge they need for the next stage of their education, such as school. The childminder has high expectations of children's learning and achievements. Children show high levels of engagement. Older children show perseverance and determination as they learn new skills, such as making craft bracelets. Younger children show curiosity when rolling different sized balls.

Children demonstrate they feel safe and secure. The youngest of children confidently gesture to the responsive childminder, to share their wishes. The older children comment that the childminder looks after them well and they know if they hurt themselves, she will help them. Children learn how to care for small animals. They understand how to treat them and to keep themselves safe, such as handwashing after touching the animals.

Children share the experiences they have had, such as places they have been on holiday and transport they have used to get there. The childminder proactively responds when children state they have not been on a train or a bus. For example, children visit the local town, they collect their own train tickets and are excited to spot things of interest in the environment. Children gain valuable experiences and learn about the community they live in.

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

- The childminder successfully plans for children's learning based on their interests, experiences and development. Her excellent knowledge of child development allows her to challenge and support children's learning. She monitors the progress children make and knows how to gain further support for children with special educational needs and/or disabilities.
- Children have many opportunities to develop good physical skills. They visit local parks, where they develop strength and coordination when using large apparatus. They manipulate dough and have access to a range of mark-making materials. The childminder sees these activities as a key part in supporting children's pre-writing skills.
- Children behave well. The childminder has clear rules and boundaries, which children follow. She supports them to understand their emotions to enable them to learn to manage situations themselves. Children develop good independence skills as they learn to self-dress.
- The childminder supports children's communication and language development well. She uses all opportunities to develop children's vocabulary. She narrates children's play and introduces new language. The childminder sings familiar songs when caring for children's hygiene, such as nappy changing. Children

smile with enjoyment.

- Children's personal, social and emotional development is supported well. The childminder adapts her response to children's emotions accordingly. Children have strong attachments with the childminder. They demonstrate they enjoy her company as they invite her into their play. The youngest of children cuddle into the childminder when they require reassurance.
- The childminder has good partnership with parents. She shares feedback with them about children's day. Parents state that the childminder is reliable, friendly and caring towards their children. Although working with parents overall is positive, the childminder does not always ask them for feedback on the experiences, activities and overall service she provides to children. This reduces how she continuously improves her provision to ensure it continues to meet children's needs and interests.
- The childminder keeps her knowledge up to date, which has a positive impact on the experiences she offers to children and families. Recently, she attended a course on supporting transitions. As a result, she has developed how she supports children to settle in. For example, she has amended the information she gains from parents to ensure she understands the child's experiences from birth.
- The childminder successfully gains children's views. For example, children have opportunities to vote for activities they would like to do. She reacts to children's comments and supports children to understand other's wishes too. This helps children understand that their and other voices are valued.
- The childminder has created good relationships with other professionals, such as schools. However, the childminder does not consistently work with other early years settings that children attend to effectively share and gain information. This does not fully support continuity in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has ensured that her training for safeguarding and child protection is refreshed regularly. She has a good knowledge of how to identify if a child could be at risk of harm, including being radicalised. The childminder knows the procedures she must follow in the event of a safeguarding and welfare concern about a child. She is confident to know how an allegation made against her or a household member must be managed. The childminder has robust risk assessments in place to ensure her premises remain safe and secure for children. For example, she ensures doors are locked and that medication is securely out of reach of children.

## What does the setting need to do to improve?

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

- review how feedback is gained from parents to ensure continuous improvement
- enhance partnerships with other settings that children attend to ensure information is shared effectively.

## Setting details

<b>Unique reference number</b>	2498956
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10191584
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder lives in Chandlers Ford, Hampshire. She provides care Monday to Friday from 8am to 5.30pm for most of the year. The childminder has qualified teacher status. She receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Hayley Doncom

### 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 and childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with children, the childminder and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included suitability checks for household members and policies and procedures.

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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