

Childminder report

Inspection date:

8 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have secure relationships with the childminder, and they look to her for reassurance, which she gives willingly. Children readily share close cuddles with the childminder who is calm and caring in her approach. Children develop good levels of independence and perseverance, and they relish in their achievement. For example, they use safety knives to chop fruit at snack times and succeed in slicing the banana, showing great delight on their faces. Children thoroughly enjoy being creative during their messy-play activities. They became engrossed in exploring the mixture of cornflour and water and what happened then they added food colouring and flavourings. Children develop a secure knowledge of technology and how things work. They press buttons on the interactive toys and are rewarded with flashing lights and a song or words.

Children learn to manage their own behaviour from the effective guidance from the childminder. For example, they understand how to distract younger children with different toys. They also learn to use the words they know to tell others about their feelings. The childminder uses her environment effectively to support children's learning needs and styles. For example, older children access resources and games with smaller parts in the conservatory, while younger children explore age-appropriate resources in the living room. Children readily select from the toys and resources and develop a strong awareness of handling these with care. They return the books to the rack when they have finished reading them and do so without prompting, showing behaviours that they have learned.

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

- The childminder has a clear intent for her curriculum and what she knows children need to learn next. For example, her current focus is on children developing good levels of independence, strengthening large muscles and building communication and language skills. She carefully considers how she will sequence children's learning and plans successfully for each child as an individual.
- Children develop a love and interest in books and stories. They enjoy sharing books with the childminder who brings stories to life using a variety of voices to different characters. For instance, she uses different voices for those in the story of 'The Three Billy Goats Gruff'. This strengthens children's awareness and enjoyment of literacy.
- The childminder uses training to make well-targeted changes to the home environment. For example, she is beginning to introduce resources that have more than one purpose. This allows children to use their imaginations more freely and successfully. She also seeks guidance on the completion of her assessments of children to help ensure their effectiveness.

- The childminder supports children's learning well overall. However, she does not always give children the time they need to gather their thoughts and respond to the questions she poses. This does not fully support children's awareness of the flow of a conversation.
- The childminder develops strong partnerships with parents and other early years settings children also attend. She involves parents in their children's learning, gathering the information she needs to plan effectively for children's development. Parents comment that the childminder 'is invested in helping our children flourish' and remark on how she teaches children new experiences.
- Children listen intently when the childminder sings songs, watching her with awe and wonder as she completes the actions to the rhymes. They are beginning to join in with actions, moving their bodies and showing their enjoyment. This builds on their knowledge of rhythm, tone and pitch.
- The childminder clearly understands how to work with other professionals who may be involved in children's care and education. She gains information from them and uses this to inform her assessments of what children know and what they need to learn next. This means that all children make good developmental progress.
- Children show good levels of concentration in activities they choose for themselves and those that the childminder plans. They build confidence in their abilities and take great interest in practising newly found skills, such as pulling themselves to a standing position.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities in safeguarding. She fully understands how to refer any concerns she may have about a child and family in her care. The childminder has a good awareness of wider aspects of safeguarding and of aspects such as those within her immediate community. For instance, she knows about the impact of mental health on family life and the potential risks to children. The childminder risk assesses her home effectively to minimise any hazards so that children remain safe in her care. Children learn to take risks in safe surroundings and to do things for themselves. This strengthens their ability to persist at their chosen task and to succeed, while supporting their awareness of personal safety.

What does the setting need to do to improve?

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

- build on knowledge of how to further support children's speaking skills and developing their awareness of the flow of conversations.

Setting details

Unique reference number	EY446819
Local authority	Hampshire
Inspection number	10217739
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Aldershot, Hampshire. The childminder provides care for children Monday to Friday, from 8am to 6pm, for most of the year. She receives funding for the provision of free early years education for children aged two, three and four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Helen Penticost

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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