

Childminder report

Inspection date:

22 September 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at the childminder's welcoming and nurturing rural setting. They are inquisitive learners with a positive attitude to learning. Children enjoy being outdoors. They keenly explore the garden and engage in activities that captivate their interest. For example, they are supported to make up imaginative role play with a range of toy vehicles. Children enhance their learning as they work out which vehicles are the right size to go along a track. This helps to deepen children's knowledge through their interests.

Children develop close bonds with the childminder, who is sensitive and responsive to their needs. They love to engage with the childminder and frequently ask her to join in their play. Children demonstrate increasing independence as they develop their self-care skills, such as washing their hands before lunch and unpacking their own lunch boxes. This promotes children's self-confidence and prepares them for their next stage in education.

Children develop a love for books. They are familiar with several books and want the childminder to read these again and again. Children sit comfortably on a sofa, engrossed in books. They are encouraged to refer to information books when they find things in the garden. For instance, they find a slug while digging and say, 'It's a slimy slug.' This helps to widen children's existing vocabulary and knowledge.

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

- The childminder supports children's good health successfully. For example, she gives children reminders to drink lots of water throughout the day and choose a healthy snack to eat. Children are physically active and love being in the fresh air. They enjoy bouncing on the trampoline and show good body control. This helps to enhance children's well-being.
- The childminder places a high priority on developing children's communication and language skills. She introduces new words and children begin to use these in context. For instance, they ask for a hammer and screwdriver to mend their own toys. This also shows that children understand which is the best tool for the job.
- The childminder organises daily outings to local places of interest, such as a farm and a walk along the river to feed the ducks. Children learn through real-life experiences. For instance, they learn how seeds grow into sunflowers and about the diets of different animals. This allows them to make sense of the world around them.
- Children learn about the diverse world we live in, including the different cultures represented in modern Britain. For instance, the childminder organised a visit to a Chinese supermarket for children to appreciate the variety of Chinese foods

and utensils. This enables children to consider similarities and differences between their way of life and that of others.

- Children behave well. The childminder supports children to follow her lead and show kindness towards each other. She explains the importance of sharing when minor disputes occur, such as when they want the same toy. Children listen attentively and respond well to the childminder's gentle reminders to maintain their good behaviour.
- The childminder demonstrates good knowledge of what each child knows and can do. She has devised an ambitious curriculum, which is child-led and based on children's interests. However, the childminder does not identify precisely enough what she wants individual children to learn at the planning stage. She frequently includes too many ideas and too much information for children to grasp fully when she interacts with them. This does not allow for their learning to be maximised.
- The childminder is committed to improving her professional development and possesses the skills to evaluate her own practice. For example, she is able to reflect on how well children learn during an activity and what she needs to do to improve her teaching further. However, she does not fully implement this knowledge to meet children's learning needs as effectively as possible.
- Parents speak highly of the care and education their children receive at this setting. They are impressed with how much their children learn from the daily outdoor outings with the childminder. Children learn several facts and are able to share them with their parents. They bring back flowers and other items they have collected on their walks, which sparks off conversations at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to protect children from harm. She knows how to recognise potential signs and symptoms that a child may be at risk of abuse, including exposure to extremist views and behaviours. She has a good understanding of the procedures to follow should she need to report any concerns about a child's welfare. The childminder uses risk assessments effectively to ensure that her home and garden provide a safe and secure environment for children. She supports children to identify and manage their own risks, for example when they make sure that the outer enclosure of the trampoline is zipped up before they start jumping.

What does the setting need to do to improve?

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

- review planning to identify more precisely what children need to learn from an activity so that their learning is maximised

- use reflective practice to implement identified areas of improvement during activities, to promote children's learning more effectively.

Setting details

Unique reference number	EY308084
Local authority	Hampshire
Inspection number	10228398
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 December 2016

Information about this early years setting

The childminder registered in 2005. She lives in Rotherwick, Hampshire. She provides care from 7.30am to 5.45pm, from Monday to Friday, all year round. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The 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 provider.
- The childminder took the inspector on a tour of the premises, indoors and outdoors. The childminder discussed with the inspector how the curriculum is organised.
- The inspector carried out a joint observation of an activity with the childminder and discussed the impact of her teaching on children.
- The inspector took account of parents' views about the education and care their children receive with the childminder.
- The inspector spoke to children, parents and the childminder at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of the childminder 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