

Childminder report

Inspection date: 13 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They feel safe to explore their environment and thoroughly enjoy the company of the childminder. She warmly engages with the children to help them feel safe and secure, and it is clear they have developed a strong bond. For example, babies play 'peek-a-boo' with chiffon scarves and smile as they sit with the childminder under one of the scarves and 'hide' together. The childminder has high expectations for children's behaviour. She models good manners and gives children lots of praise and encouragement for their efforts.

Children are provided with a variety of experiences and activities that enhance their all-round development. This is as a result of the childminder's secure knowledge of the early years foundation stage and how to implement a curriculum that builds on what they already know and can do. Children are able to access plenty of well-organised resources, which encourages them to make independent choices from an early age. The childminder is proactive in reviewing the resources on offer to ensure that they are appropriate for the ages of children attending. For example, now that some older children have left for school, she has removed a book stand and replaced this with a basket on the floor, so that younger children are not having to pull books out over their head.

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

- The childminder has worked hard to successfully address the actions raised at her last inspection. She has attended training and developed a comprehensive understanding of all aspects of child protection, to safeguard the children in her care. The childminder evaluates the services she provides and is committed to improving her practice.
- The childminder is kind and caring. She has good procedures to enable new children to settle quickly into her care and for their parents to feel reassured. For example, the childminder asks parents to complete an 'all about me' form, to enable her to find out about children's likes, dislikes and routines. She encourages new parents to accompany her on the walk to and from school and for their child to meet and play with the other children. This helps the childminder and the children to build strong relationships from the start.
- The childminder provides parents with very useful information about the early years foundation stage curriculum, and they work together to determine children's starting points. This helps her to support children's individual developmental needs right from the start. The childminder shares regular updates about children's learning with parents and provides them with guidance and support, should their child need additional help from other agencies.
- The childminder offers children a good range of stimulating activities which are accurately linked to their interests and stage of development. The childminder

understands that the physical environment she provides is important. However, she has not fully considered the purpose of the displays she puts up and how to use these to support and build on children's ongoing learning, particularly for the youngest children.

- Children are exposed to a language-rich environment. The childminder continually talks with them as they play and is not afraid to use more complex words, such as 'precipitation', to extend the vocabulary of older children. She teaches simple sign language to babies and younger children, to help them communicate their wants and needs. Young children confidently sign 'more' and 'please'.
- Overall, the childminder works hard to support children's good health. She provides a healthy, balanced diet and promotes physical exercise. The childminder encourages children in good handwashing routines. However, she does not always react promptly when babies' noses need wiping.
- Children enjoy a variety of outings to help them learn about the wider world. For example, they go to the library and toddler groups and on woodland walks. The childminder understands the importance of helping children to learn about different religions, languages, cultures and beliefs. She supports children to be respectful and considerate of others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children appropriately and risk assesses her home to provide a safe and secure environment for them. Her home is fitted with safety equipment such as cameras, so that she can monitor sleeping babies. The childminder has a good understanding of her role and responsibility to protect children from harm. She has a thorough understanding of different types of abuse and the procedures to follow should she have a concern about a child in her care. The childminder confidently explains how the impact of her recent safeguarding training has extended her awareness of wider safeguarding issues, such as trafficking, modern slavery and county lines.

What does the setting need to do to improve?

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

- review the use of wall displays in the learning environment and consider their purpose and how young children can benefit from these
- ensure thorough hygiene procedures are followed consistently, particularly when wiping children's noses.

Setting details

Unique reference number	EY433540
Local authority	Hampshire
Inspection number	10243890
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 May 2022

Information about this early years setting

The childminder registered in 2011 and lives in Basingstoke, Hampshire. She operates Monday to Thursday from 7.45am to 5.30pm. This is predominantly during term time only, but she also offers occasional holiday care. The childminder is eligible to accept funding to provide free early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Nicky Hill

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children engaged with the inspector during the inspection.

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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