

Childminder report

Inspection date: 25 October 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

The childminder supports children's emotional health well, particularly those new to the setting. She is sensitive to their feelings and quickly able to reassure and comfort them if they are hesitant. This means children quickly settle, feel better and are able to enjoy their learning with less distraction.

Children are excited to talk about their learning. They proudly bring drawings to visitors, eagerly demonstrate their numeracy skills, hold fingers up to show their age, and describe the shapes they have made out of play dough.

There are high expectations for children's behaviour. The childminder encourages children's independence during transition tasks, such as tidying away and getting ready for snack time. During these well-established routines, children take their turns and share resources politely. They encourage each other to help. When some struggle to peel their fruit, other children offer to help.

Most children set to tasks with focus and determination, which encourages and inspires their less-confident peers. This means that younger children are encouraged to attempt new tasks by following the examples of children around them. For instance, during an exploration of play dough, young children new to the setting drew inspiration and confidence from others to independently cut shapes out of the dough.

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

- The childminder offers a well-resourced provision with diverse and interesting activities for the children to explore. She provides indoor activities to support the development of numeracy, literacy and fine motor skills. During free-flow periods, activities are child-led. This allows the children the freedom to explore what interests them and further motivates their learning.
- The childminder is highly attuned to the conversations of children around her. She seizes on opportunities to explore language by responding to children's enquiries and asking her own in-depth questions. For example, during a book reading activity, the childminder enables a child to share their experiences of a recent storm. She then invites all children to discuss their experience of thunder and lightning. This supports children to use language to reflect on their experiences in greater depth.
- There is effective targeted support for younger, less-confident children. The childminder works closely with these children, gently guiding and offering a rich vocabulary that supports their language development. However, sometimes, the childminder's focus on less-able learners means that the progress of older children in an activity is not sufficiently monitored. As a result, in some

instances, learning for more-able children is not challenging enough.

- The childminder contributes to multi-agency working for some children by providing detailed information to any specialist services that are involved. This supports the ongoing assessment of children with special educational needs and/or disabilities. In addition, the childminder seeks to improve her knowledge of the specialist needs of children by attending relevant training courses.
- The childminder arranges the learning space indoors to create a sense of awe and wonder for children. For instance, children are surrounded by captivating displays and decorations and become absorbed in Halloween-themed activities. They delight in exploring spiders, witches and pumpkins, and all the weird and wonderful creatures, colours and resources on offer.
- Parents report that the childminder has contributed significantly to their children's ongoing development. They praise her communication, flexibility and support with their children's specialist needs. Parents state that the childminder offers rich experiences for their children.
- Children are offered regular opportunities to learn about the wider world. There are trips to zoos, farms and the local garden centre. Children learn about weather, and how to care for animals and the wider environment. The childminder takes account of the views of the children in her care and organises trips to engage their interests, such as to the local royal armoury.
- The childminder uses information from home, pre-school and other childminders to build on children's existing knowledge. She reports on children's progress in conversations with parents, with photographs of learning and by documenting 'wow' moments that record new skills and achievements which are sent home. As a result, meaningful targets can be set to support children's development, both in the setting and at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She is able to detail the signs and symptoms of the four areas of abuse. She is aware of the 'Prevent' duty and her responsibility to report signs of radicalisation. She understands some of the indicators of female genital mutilation and demonstrates she can report any concerns effectively. The childminder keeps up to date with regular safeguarding training. The childminder is able to reflect on her current risk assessments for children's safety, both indoors and outside, to make changes when she identifies unforeseen risks.

What does the setting need to do to improve?

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

- strengthen planning of group activities so that all children receive consistent

support and are sufficiently challenged.

Setting details

Unique reference number	EY468544
Local authority	Hampshire
Inspection number	10236267
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 6
Total number of places	11
Number of children on roll	11
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2013 and lives in Fareham, Hampshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except during the Christmas holiday period. The childminder holds early years professional status and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
David Watkins

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 his evaluation of the provider.
- The inspector viewed the areas used by the children and discussed the safety and suitability of the premises.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder's understanding of key safeguarding messages was examined. The inspector looked at relevant documentation, including the childminder's paediatric first-aid certificate and Disclosure and Barring Service certificates for adults registered at the setting.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about her intentions for 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.

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