

Childminder report

Inspection date: 31 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show they are confident in the childminder's care. They settle in swiftly, for example, and are eager to tell the childminder about their recent holidays. Children approach the childminder for cuddles and reassurance, which she warmly and readily gives. Children demonstrate they feel safe and secure. They are clearly thriving in the childminder's attention and warm care. Their emotional well-being is supported effectively by the childminder.

Children enjoy a good variety of resources that the childminder provides to support them in their play and learning. They can independently make choices and decisions about what to play with and where to play. Children are enthusiastic explorers, for instance, delighting in the range of 'spiders' they find in the playroom. They sort and order, count and role play with spiders, showing high levels of self-motivation and curiosity. Their learning is supported effectively and built on as they play.

Children benefit from a childminder who is a positive role model. For example, they learn to use good manners, take turns and share resources. Older children are kind and caring towards the younger children, showing them how to use resources. Children behave well and play cooperatively.

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

- The childminder has a good understanding of how children learn. She knows the skills she can teach children to support them to move on to the next stage in their education. The childminder plans activities to engage children in their learning and to build on what they already know and can do.
- The childminder knows the children she cares for well. This helps her to fine-tune learning experiences to meet their individual learning needs, as well as follow their interests. For instance, she adds new resources to the mud kitchen which excite and engage children further.
- Children enjoy physical activities as they play. For example, the childminder challenges them to bounce three times on the hopper. Children are eager to have a go, and show persistence as they try. They have positive attitudes to their learning.
- Children learn to count as they play. For example, the childminder notices children count to three and then another four objects in a row of seven. She builds on this, supporting children to count to seven in total. Children beam with delight at her interactions and help to develop their mathematical skills. She offers them warm praise, supporting their self-esteem well.
- The childminder has high expectations for the children. They listen carefully and respond swiftly to her requests and instructions. For instance, children help tidy

away the toys before they sit down for lunch.

- The childminder encourages children to be independent and develop their self-care skills. For example, children confidently wash their hands before eating and find their shoes and boots before going outdoors to play.
- The childminder generally supports children's communication skills effectively. For instance, she recasts what children say and teaches them new words. However, the childminder has not fully considered the impact of background music on children's ability to listen and focus on what is said. This does not fully support children's developing speech to the highest levels.
- Children benefit from a variety of outings, such as trips to the farm, play parks and beach. Children have the opportunity to learn about different places in the wider world. However, the childminder has not fully considered how to help children develop their understanding of different people, families and communities.
- The childminder is reflective and evaluates her practice. She identifies where she needs to develop her skills and knowledge further. The childminder is proactive in seeking out training courses and reading material. This helps her support the children in her care even further.
- The childminder builds positive partnerships with parents, which supports high levels of continuity for children's care and education. Parents report how happy they are with the care and support the childminder provides for their children. They comment that their children are 'flourishing' in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and promote their well-being at all times. She keeps her knowledge current, such as through attending regular training and sharing good practice with other local childminders. The childminder knows the indicators of possible abuse. She understands the actions to take to refer on any concerns she has about children's welfare. The childminder knows the procedures to follow if there are any allegations made against her or household members.

What does the setting need to do to improve?

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

- review and revise the use of background music to fully support children's developing communication skills
- provide more opportunities to support children's understanding of different people, families and communities.

Setting details

Unique reference number	2583618
Local authority	Hampshire
Inspection number	10251063
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 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Waterlooville, Hampshire. The childminder provides care on Monday to Thursday, from 7.30am to 5.30pm, throughout the year. She receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- Parents shared their views of the setting with the inspector.

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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