

# Childminder report

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Inspection date: 7 November 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy and enjoy their time with the kind and caring childminder and her assistants. They behave well throughout the day. Children are excited to play together and clearly demonstrate the friendships they make. They learn to share and cooperate with one another. For example, children help to care for resources by tidying up together when they finish playing. They are keen explorers, constantly engaged in their play. They independently choose their resources and explore their environment confidently. This shows that they feel safe and secure. For instance, the children choose different textured balls and enjoy taking turns to throw them through an interactive basketball hoop.

Children are curious and motivated to take part in the activities. They learn about Remembrance Day and talk about the reason why people wear poppies. The older children enjoy using a range of materials, such as tissue paper and paint, to create pictures of poppies. With support from the childminder, the younger children are eager to explore the texture of paint. They enjoy using the paintbrush to paint their fingers and hands.

Children learn the self-care skills they need to progress to the next stage in their learning, including starting school. They wash their hands and use the toilet independently. The childminder works closely with parents to support younger children with toilet training.

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

- The childminder plans engaging and stimulating activities to support children's development. She uses her knowledge of the children to focus the curriculum on their next steps and interests. The childminder builds on what children already know and helps them develop skills to be ready for starting school. For example, younger children help each other to wipe their hands after painting, and older children are supported to become independent when wiping their nose. This has a positive impact on children's learning and development.
- Children's listening skills are developing as they enjoy listening to the childminder and assistant reading stories to them. They concentrate on the story and show that they know the story well as they join in with familiar phrases. The childminder and her assistants encourage conversation throughout the day and support children to express themselves. However, on occasion, the childminder and assistants do not make the best use of play opportunities to further extend language, vocabulary and understanding with the older children. This means that children are not consistently supported to extend their communication skills.
- The childminder skilfully supports children with special educational needs and/or disabilities (SEND). She works closely with the local authority to ensure that

children with SEND benefit from swift referrals to outside agencies. The childminder successfully implements targeted support plans to ensure all children make good progress.

- Overall, the childminder provides activities that broaden children's knowledge. However, she does not always focus sharply enough on extending mathematical knowledge. For example, when children independently estimate how many blocks they have built, the assistant is not fully effective in recognising how he can support children to use their existing skills to test their thinking. This results in the most able children not making as much progress as possible in this area of learning.
- Children's understanding of healthy lifestyles is supported well. The childminder ensures that children have access to drinking water throughout the day. She provides nutritious food and snacks while the children are in her care. Children have access to the outdoors, where they get plenty of fresh air and are able to be physically active.
- Partnerships with parents are effective. The childminder communicates well and keeps parents updated about their children's progress. She shares next steps and ideas to continue learning at home, which supports continuity. Parents speak highly of the childminder and assistants and appreciate the good progress their children are making.
- The childminder continually reflects on ways that she can improve her provision. She conducts regular supervisions with her assistants and identifies training needs. The childminder attends online courses to further develop her knowledge. She keeps mandatory training, such as safeguarding and paediatric first aid, up to date for herself and her assistants to help keep children safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know how to keep children safe and promote their welfare. They understand the signs that may indicate that a child is at risk of abuse. The childminder and assistants are aware of the procedures to follow should they need to report any concerns about a child or adult. The childminder keeps her premises clean and safe, and she conducts daily risk assessments. Children learn how to play safely and tidy away toys to keep the environment free from trip hazards. The childminder ensures suitability checks are in place for all assistants and members of the family living at home.

## What does the setting need to do to improve?

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

- strengthen opportunities to teach mathematical concepts during everyday activities to build on children's existing knowledge

- make better use of opportunities during children's play and routines to support and extend their vocabulary to enhance their language and communication skills.

## Setting details

<b>Unique reference number</b>	EY460373
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228797
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	9
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	6 February 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Bishopstoke, Eastleigh. The childminder operates her service all year round, from 7am to 6pm, Monday to Friday. She works with two assistants. The childminder receives funding for free early years education for children aged three and four years. She holds a level 3 early years qualification.

## Information about this inspection

**Inspector**  
Nicole Atkinson

## 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder, assistants and children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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