

# Childminder report

---

Inspection date:

8 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children greet the childminder excitedly. The childminder welcomes them warmly with a cuddle and smile. Children show a sense of belonging within the childminder's home. They are confident and comfortably explore her house. Children lead their play. They choose from a wide range of resources and show high levels of concentration. Children play with small figures and buildings, imaginatively creating their own village scene. They use characters to act out story lines within their play and show a good understanding of the wider world. For instance, they know the role of a veterinary practice.

Children's behaviour is very good. They delight in taking responsibility. For example, children sensibly hold onto the dog lead when out for walks. They show a good awareness of road safety which is reinforced by the childminder. Children enjoy walking in the local area, they comment on things in the environment and are excited to splash in the rain. Children enjoy creative activities and focus well until they are happy with the outcome. They use natural resources, such as leaves to create pictures of foxes and lions. They beam with pride when they have finished and are excited to show their friends and parents. The childminder builds children's self-esteem by praising them for their efforts.

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

- The childminder assesses children's progress and identifies areas where children need extra support. She uses her knowledge of what children know and can do to plan for their next steps in learning. The childminder plans play-based activities to meet children's next steps and uses her interactions to challenge children's thinking.
- Children make good progress in their personal development. They learn how to independently manage their self-care, such as wiping their own noses. The childminder talks to children about the importance of oral health and hygiene. She provides children with nutritious meals and snacks and encourages children to make healthy choices.
- The childminder supports children's communication and language well. She engages in conversations and sits alongside children, interacting with them during play. However, at times, the childminder asks children a lot of questions. This leads to children being reluctant to respond and hinders their developing vocabulary.
- Parents describe the childminder as 'kind and caring'. They report that she ensures their children feel a part of her home. The childminder uses an online system to share information with parents. She works collaboratively with other early years settings that children attend. For instance, she receives updates from them about the learning taking place so she can extend this in her provision.

- The childminder networks with other childminders to share ideas. She ensures that her mandatory training is up to date. However, the childminder has not developed systems to evaluate her provision in order to identify ways to continually improve and raise the quality of her service.
- Children show good pencil control as they practise their mark-making skills. They have plenty of opportunities to develop their fine motor skills. Children are highly motivated and try hard. For example, they concentrate as they draw over dots to form letters before having a go at writing their name independently. The childminder encourages children to listen to the initial sounds in words, which helps to support their understanding of letter sounds.
- The childminder praises children's positive behaviour and models being polite. Children demonstrate good manners, which are reinforced by the childminder. For example, she reminds children to wait until they have finished eating before they talk. Children show high levels of concentration and maintain focus at activities well.
- The childminder gives children new experiences and helps them to learn about the world around them. Children talk excitedly about visiting the post office to purchase a stamp and post a letter. The childminder takes children out for walks within the local community, accessing the outside in all weathers. This gives children opportunities for physical exercise in the fresh air.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of safeguarding issues within her local area. She is confidently able to identify the signs that may indicate a child is involved in county lines or at risk of female genital mutilation. The childminder knows the procedure to follow to raise a concern that a child is at risk of harm. She completes regular training to refresh her knowledge. The childminder ensures that her home is secure to prevent unwanted visitors. For example, she uses video doorbells to notify her when someone is approaching the property.

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

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

- improve the use of questioning to allow children time to think and respond and to help support their early language development
- develop methods to evaluate overall teaching practice, to identify ways to continually improve and enhance the quality of the provision.

## Setting details

<b>Unique reference number</b>	155667
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228282
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	19 January 2017

## Information about this early years setting

The childminder registered in 2001. She lives in Fleet, Hampshire. She operates her service from 7.45am to 5.30pm, Monday to Thursday and 7.45am until 9am on Friday, term time only.

## Information about this inspection

**Inspector**  
Jade Orosz

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector completed a learning walk, speaking about the curriculum and what the childminder wants children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022