

Childminder report

Inspection date: 10 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children play happily and confidently in this warm, homely environment. They feel safe in the care of this kind childminder. Children demonstrated this when they looked to her for reassurance when the inspector first arrived. They settle down quickly and are content in the childminder's care. She understands their individual needs and, where possible, ensures that their routines are consistent with home. This provides continuity of care and has a positive impact on children's personal, social and emotional development.

Children behave extremely well. They demonstrate good manners and say 'thank you' spontaneously when the childminder gives them items that they request. The childminder works with parents to develop a consistent approach to managing children's behaviour in the home. Children play happily alongside each other and receive support to share and take turns. Children understand the routines of the setting. For example, they know that they should go to the table when it is snack time and which towel they should use to dry their hands. Children's independence skills develop well. They feed themselves at lunchtime, cut their fruit during snack time, and select their favourite resources. This helps to develop children's self-care skills.

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

- The childminder plans her curriculum to provide meaningful and interesting activities. She has a clear idea of what she wants each child to learn. She carefully monitors and assesses children's progress through frequent observations. She identifies any gaps in children's development and makes plans to help them to achieve their next goal.
- The childminder is reflective in her approach to providing good-quality care. She uses feedback from parents to improve her provision. The childminder attends online courses to enhance her knowledge, and identifies relevant courses that she knows will benefit the children in her care.
- The childminder ensures that older children engage in interesting and curious activities. For example, they enjoy exploring a range of magnets. They test objects that they find in the childminder's kitchen and excitedly tell her what is metal and what is plastic. Younger children are keen to have a go. However, at times, the childminder does not adapt the activities and resources available to match children's differing needs and maintain their engagement. This means that sometimes younger children's exploration and learning do not develop as much as they could.
- The childminder routinely supports language and communication by encouraging conversations with the children. However, her questions often require one-word answers, and she does not always give the children sufficient time to respond.

This does not fully support children to have and develop their own ideas.

- Children sit and listen to stories together. The children become excited as they choose which book they want from the selection. They recognise familiar characters from the stories. The childminder builds on children's vocabulary by introducing new words.
- The childminder skilfully weaves mathematics throughout children's play. She provides opportunities for matching, sorting, colour recognition and counting. This supports the development of children's early mathematics skills well.
- The childminder works in partnership with parents to ensure that children can continue their learning at home. She shares information with parents and provides different activity ideas. The childminder works with some of the settings that children attend to share children's current learning. This ensures that children have a rounded approach to their learning.
- Children have lots of opportunities to develop their physical skills and understanding of healthy lifestyles. For instance, they practise picking up small peas and rice using their finger and thumb. Furthermore, children use a scissor movement to open and close a scoop that they use to transfer objects. This helps to develop their hand-to-eye coordination and small-muscle skills. Children enjoy singing and action songs, joining in enthusiastically and singing the words they know. They jump up and down, following the instructions to hop and to tap their knees and toes. Outside, they access ride-on toys that support them to balance and manoeuvre around each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities around keeping children safe. She has a secure understanding of safeguarding issues and knows the signs to look for that may show that a child is at risk of harm. She keeps up to date by attending regular training and knows the procedures to follow if she has a concern. The childminder makes sure that the environment is safe for young children. She regularly risk assesses her home and any outings. She has a clear evacuation plan in place in case of emergencies. Children are safely supervised at all times.

What does the setting need to do to improve?

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

- review and adapt activities to support younger children's needs even more closely, developing their skills to the highest level
- extend children's opportunities for deeper learning by supporting them to formulate their own ideas further by giving them time to think and respond to questions asked.

Setting details

Unique reference number	111808
Local authority	Hampshire
Inspection number	10228149
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 1989. She lives in Fareham, Hampshire. The childminder provides care Monday to Friday from 7.30am to 5.30pm, throughout the year. She receives funding to provide free early education for children aged three and four years. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Nina Lambkin

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 and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector gathered the views of parents and spoke to children at appropriate times during the inspection. She took account of their comments about the setting.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.

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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