

Childminder report

Inspection date:

18 November 2022

Overall effectiveness	Good
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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

Children are engaged and motivated learners in the care of the dedicated childminder. They feel safe, comfortable, and welcome in her inviting home. Children are confident to express themselves as they become absorbed in meaningful discussions with the childminder. They happily talk about the moon being out during the day and the friends they like to play with when they attend local toddler groups. Children are beginning to develop important conversational skills.

Activities are thoughtfully arranged by the childminder to support children in achieving their next steps, while also following their interests. For example, children who are learning about different colours are provided with a variety of different dough pots. They are encouraged to think for themselves, as they name them correctly and match them to a colour chart on the wall. The childminder skilfully uses these play opportunities to purposefully teach children about different elements of the curriculum, such as healthy eating. For example, the childminder and the children talk about nutritious foods they could feed to their toy dinosaurs. They find plates and make pretend vegetables together. Children are developing positive attitudes to learning, as they confidently continue with the activity for an extended period.

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

- The childminder has high expectations for children's behaviour. During conversations about outings, the childminder regularly reminds children about using their kind hands when they play with others. She also models good manners and explains why they are important. Children know how to follow instructions carefully and are beginning to remember rules for themselves.
- The childminder encourages children to develop their communication and language skills. She talks to them about their activities as they play and frequently offers new words, as they talk about past activities. For example, the childminder talks about pinecones, the trees on which they grow and why they fall off. Children enjoy repeating new words as they excitedly broaden their vocabulary.
- Parents share that they know clearly what their children are working towards. They understand the progress information they are provided with, and are asked to contribute anything they wish to. Furthermore, parents thoroughly enjoy receiving frequent pictures and updates about their child's activities. Parent partnerships are strong.
- The childminder creates next steps for children to help consolidate their understanding and prepare them for the next stage of learning. She plans activities that keep children engaged whilst incorporating these learning goals. However, at times, the childminder does not always ensure the mathematics

curriculum is extended as much as possible. As a result, children are not always encouraged to fully develop their understanding of mathematical concepts.

- Independence skills are thoroughly supported by the childminder. Children try hard to take off their shoes and coats and are confident to ask for help when they need it. Care routines, for example nappy changes, are carried out with extreme care and respect. The childminder supports children in understanding their own abilities and introduces the concept of toilet training while they talk together.
- The childminder knows how to support children in understanding how to lead a healthy lifestyle. For example, the childminder uses routine discussion to talk about why it's important to brush our teeth. Additionally, whilst playing together, the childminder encourages children to think about a balanced diet when they create plates of pretend food with dough. Through this, children are regularly receiving consistent messages that support them in making healthy choices.
- The childminder implements an ambitious literacy curriculum. She provides children with the opportunity to frequently engage in a range of stories which are enthusiastically read to them. The childminder promotes this learning further, as she regularly takes children to the local libraries to select books that they can take home with them. Children engage in a rhyme session at the library and develop their mark-making skills too. Children are supported in developing an understanding of early reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a robust safeguarding policy, which supports her in ensuring the safety and welfare of children. She has strong knowledge of different types of child abuse. The childminder has completed further training to secure her knowledge of gender-based violence, such as breast ironing and female genital mutilation. She clearly understands the reporting procedures she must follow should she ever be concerned about a child. The childminder knows the importance of ensuring the suitability of those in her household. She also understands the steps she must take should she ever have concerns about an adult working with children.

What does the setting need to do to improve?

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

- support children in developing their understanding of mathematical concepts even further.

Setting details

Unique reference number	EY468339
Local authority	Hampshire
Inspection number	10228846
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	0
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Gosport, Hampshire. The childminder provides care on Monday to Friday, from 7:30am to 5pm, throughout the year. She holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Nicola Houston

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 setting.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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