

Childminder report

Inspection date: 23 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by this childminder. They are confident and quickly engage in a variety of activities that support their learning. Children enjoy chatting to the childminder. She supports their communication and language development by adding new words and models language well. For example, when a toddler says 'car', she extends the sentence to 'a green car'. Children display good behaviour and are sensitive to the needs of others. They enjoy watching the family pet kitten play and the childminder supports them to gently touch it.

Children enjoy sharing books with the childminder. They feel safe and secure and happily cuddle into her for stories. She reads in a way that excites and engages them. Children show delight when she reads their favourite stories and they can anticipate what comes next.

Children have good hygiene and wash their hands before eating snack. The childminder supports toddlers with handwashing, teaching them to rub their hands together with the soap. They enjoy the feeling and play with the water and watch spellbound as it disappears down the drain. Children display good independence skills and recognise when they are thirsty and hungry. They enjoy a healthy snack of fruits and vegetables and use their own water bottles.

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

- The partnership with parents is good. Parents talk about their children developing a love of reading with the childminder and how they extend this at home by sharing books. Parents are happy with the feedback they receive about their children. They can see their children are happy and confident in her care. The childminder gathers information from the parents when their children start. She uses this to find out what children already know and then plans for the next stage of their learning.
- The childminder has focused on her teaching of mathematics. Young children enjoy playing with animals and place them in size order. She supports their development by talking about 'big' and 'little'. She also takes this opportunity to count together 'one, two, three, four.' The childminder supports children's thinking and reasoning skills. For example, as children try to fit several animals into a toy car, she says 'maybe, one behind the other or side by side.' The children try both options and decide which they prefer.
- The childminder provides a well-organised environment that supports children's learning and development. This helps children to remember where things belong. For example, before nappy changing, toddlers quickly find the changing mat in the draw, lift it out and are keen to return it after it has been cleaned. They know the sequence of actions that supports their personal needs.

- The childminder provides focused activities that increases children's concentration. For example, when using play dough, children are encouraged to try a variety of cutters and tools. Children become fascinated with the rolling tools and making holes in the play dough. However, the childminder rushes, and is not fully effective in allowing children more time to explore, investigate and make their own choices and develop their own ideas.
- The childminder understands the importance of physical development. She takes children on daily walks with her dog to the local park to help them practise running and climbing. Children enjoy playing in the garden. Toddlers find their shoes and are keen to put them on. The childminder encourages them as they work together and praises them when they have finished. Children display a sense of pride from achieving tasks they set out to complete.
- The childminder promotes diversity by using books and resources that help children learn about the wider world. She takes children to toddler groups where they meet other children and adults. This supports children to learn about similarities and differences in their local community and prepares them for a life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She attends safeguarding training. She knows the signs and symptoms of abuse and what to do if she becomes concerned about a child's welfare. She is aware of her responsibilities under the 'Prevent' duty and how to escalate concerns to ensure children are kept safe. She knows the procedure to follow if there is an allegation about herself or another household member. The childminder completes a risk assessment of her environment and ensures it is safe for children to attend.

What does the setting need to do to improve?

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

- give children more time to explore their own ideas, to deepen their participation in activities and extend their learning.

Setting details

Unique reference number	112881
Local authority	Hampshire
Inspection number	10228162
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 January 2017

Information about this early years setting

The childminder registered in 1997. She lives in Holbury, Hampshire. The childminder cares for children each weekday, all year around. She holds a relevant childminding qualification.

Information about this inspection

Inspector

Jo Parker

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022