

Childminder report

Inspection date:

29 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 are relaxed and content and enjoy their time at the setting. They play well together, taking turns with games and puzzles. They put on costumes and dance, laughing with other children and adults.

Children talk positively about the food that they eat at the childminder's house. They share experiences of picking fruit and vegetables grown from seeds in the garden. They are offered fruits by the childminder that, for some children, they try for the first time.

Children know the importance of playing safely. They clean and dry equipment outside before using it. They know that grass needs to be clear of debris before they play. Inside, they follow rules to ensure they do not run into very small children. As a result, children show an understanding of how to manage risk and care for others.

Younger children are inquisitive learners. Very young babies move towards new objects and people with smiles on their faces, keen to investigate. Older children are confident communicators. They excitedly talk about their family experiences.

Older children understand the importance of good oral health. They skilfully hold toothbrushes and know how to brush teeth to keep them clean. They can identify foods that are bad for their teeth. Children are well supported to take care of their bodies and live healthy lives.

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

- The childminder occasionally uses assistants to support the children in the setting. She uses safer recruitment practices to ensure they are suitable to work with children. She mostly communicates effectively with her co-childminder to coordinate aspects of the day-to-day organisation of the provision. On some occasions, she has taken sole responsibility for completing some key risk assessments and has not shared important information with her colleague. However, because she has risk assessed accordingly, this does not impact on children's safety and well-being.
- The childminder knows the children in her care very well. She is able to talk in detail about what they know and can do. She uses accurate assessments to set meaningful next steps for their development, which are shared with parents. As a result, gaps in progress are effectively targeted.
- The childminder asks effective questions during activities. She uses targeted vocabulary to enable children to discuss what they know. However, sometimes, when children make errors, the childminder does not fully explore why. For

instance, when a child says that green beans are unhealthy, the childminder corrects them without asking why they think this. As a result, the causes of children's misconceptions are not always addressed.

- Children's creativity is encouraged by the childminder through a range of stimulating art activities in a variety of mediums. The childminder supports children to take great care with their designs. Children are unafraid to get messy when working with paint. Artwork is sent home so that children and their parents can take pride in their artistic achievements together.
- The childminder is a reflective practitioner. She has addressed recommendations from her previous inspection and built on her practice to improve outcomes for children in leading healthy lives. She has arranged a workshop that teaches children healthy practices to support their well-being. There are numerous opportunities for physical exercise in the setting. As a result, children are learning how to take care of their bodies.
- The childminder contributes effectively to multi-agency working. She completes timely referrals for children to receive specialist support when she has concerns about delays in their development. This means children have the specialist support in place to do well. Children with delays in their speech and language in particular make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the indicators of child abuse and knows what to do should she have a concern about a child. She understands the wider issues of safeguarding, including the indicators of female genital mutilation, and how to identify children at risk of radicalisation. The childminder has effective procedures in place to record and report on accidents. She logs the keeping and administration of medication. The childminder is able to adequately risk assess areas of the house which minded children have access to. She has a very good understanding of how to keep children safe when outside and is able to take steps to reduce risk in all these areas.

What does the setting need to do to improve?

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

- strengthen the support for children during activities, to examine any misconceptions in their knowledge as they arise
- improve the understanding of individual roles and responsibilities and ensure any changes to the setting are consistently communicated, so that all those working with children have up-to-date information at all times.

Setting details

Unique reference number	EY344944
Local authority	Hampshire
Inspection number	10228427
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 12
Total number of places	16
Number of children on roll	16
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 2007. She lives in Andover, Hampshire. The childminder works with a co-childminder and, occasionally, one of her two assistants. She works Monday to Friday, throughout the year. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector
David Watkins

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, 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.
- The inspector carried out a joint observation of a communication and language activity with the childminder and the co-childminder.

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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