

Childminder report

Inspection date: 30 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 happy, confident and settled in the childminder's care. Children demonstrate warm and trusting relationships with each other and the childminder. They enjoy being in each other's company as they play together. Children are confident and show increasing independence when exploring a range of resources. For example, they freely access the trains and independently set up a train track. The childminder has high expectations of children's behaviour. Children are kind to one another and learn to share resources.

Children are self-motivated and always on the go. They are eager to try new resources and they join in enthusiastically with their peers. For example, they are curious about a new recycling game and talk keenly about the things you can recycle.

Children enjoy the outdoor learning environment and have many opportunities to learn about the wider world. For example, children take part in trips to the local park and soft play. Children make good progress in their learning. They develop good friendships and their imagination skills through conversation and play. For example, they talk about going on holiday and how a 'passport needs a picture'. Children demonstrate a love of books. They listen intently to their favourite books and join in with rhyming phrases, such as 'mole in a hole'.

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

- Parents report that their children are always happy to attend the childminder's house. They are pleased with the care that the children receive and talk of the childminder being, 'their rock' and 'how they would not manage without her'. The childminder uses a range of communication methods to share children's achievements and daily events with parents. The childminder also shares children's next steps and ideas for learning. This allows parents the opportunity to continue learning at home.
- The childminder gets to know the families who attend well and builds positive and supportive relationships with them. She uses information from parents to effectively support all children, and as a result children settle in quickly.
- Children with special educational needs and/or disabilities (SEND) are quickly identified by the childminder. She is dedicated to ensuring children receive the support they need from external agencies. Additionally, the childminder provides appropriate resources and activities to support children with SEND so they make further progress in their learning.
- Children learn about the diverse world around them, including the different cultures represented in Britain. The childminder introduces children to positive diverse imagery in books and pictures, and they learn about different cultural

festivals and events. For example, the childminder provides experiences and clothing from various cultures for children to enjoy. This supports children to appreciate the differences between their families and others.

- The childminder keeps up to date with her professional development through training and discussions with other childminders to enhance her knowledge and skills further. Recently the childminder attended training on reflective practice. This training helps to improve the childminder's already good practice and identifies where she can make improvements. For example, following the training she has rearranged the playroom to make it more accessible to children.
- The childminder creates an engaging curriculum around children's interests. She has a positive understanding of child development. The childminder uses the curriculum to build on and extend what children already know and can do. She uses assessments of children's development to inform her curriculum and planning. The childminder focuses on the skills which children will need to progress in their next stage of their learning, such as promoting their independence.
- The childminder promotes good hygiene and is quick to remind children of her expectations. For example, before children eat their lunch, the childminder checks that they have used soap and have dried their hands. Children smile as the childminder praises them for following good hygiene procedures.
- The childminder engages well with the children and asks questions to increase their communication skills. Some interactions, however, do not fully support children's communication and language skills. For example, the childminder asks a question and then follows quickly with another question. This does not give children the chance to process what is asked and respond appropriately.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and how to protect children in her care. She undertakes regular safeguarding training to keep her knowledge up to date. The childminder is aware of the signs and symptoms that may indicate a child is at risk of harm. She recognises how to identify children that may develop extreme views or behaviours and knows where to report any concerns. The childminder ensures that her learning environments are safe for children to play in. She helps the children to understand how to keep themselves safe. For example, children learn the importance of sitting on chairs correctly.

What does the setting need to do to improve?

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

- give children enough time to respond to questions so they can think more clearly and confidently share their ideas.

Setting details

Unique reference number	EY265173
Local authority	Hampshire
Inspection number	10228338
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	2 to 10
Total number of places	6
Number of children on roll	22
Date of previous inspection	28 February 2017

Information about this early years setting

The childminder registered in 2003. She lives in Fareham, Hampshire. The childminder provides care all year round, from 6.30am to 6pm, Monday to Friday. The childminder has a childcare qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Leake

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they remain safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning.
- 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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