

Childminder report

Inspection date: 20 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children have formed positive relationships with the childminder and each other. The childminder ensures that children settle quickly by offering a hug and helping them to engage in an activity. Children are confident communicators. They chat happily to the childminder and each other during activities. The childminder knows the children well and quickly attends to their individual needs. For example, he understands that children enjoy listening to music and that listening to a favourite song can help them feel calm and relaxed.

Children enjoy taking part in activities. The childminder ensures that these are fun and exciting. They gain a broad understanding of season changes. For example, children learn about autumn through acorn rolling activities and pumpkin picking. The childminder teaches children new words and how to count the acorns in sequence. Children learn to share and take turns. They share pencils and crayons during mark-making activities and take turns choosing songs to listen to. Children have opportunities to develop their physical skills. For instance, children enjoy yoga activities where they experiment with different ways of moving their bodies and use their imagination to represent different animals.

Children gain a good understanding of the world. The childminder regularly takes children on trips to the local woods, where children learn about nature and living creatures. Children collect natural objects and create woodland collages. The childminder ensures that children learn about different cultures and beliefs. For example, he plans activities to celebrate festivals, such as Chinese New Year, Diwali and Christmas. Children enjoy preparing and tasting foods from around the world.

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

- Children are provided with opportunities to be independent. For example, they select toys and activities that they find interesting, choose what snack to eat and request to wash their hands after painting activities. This enables children to develop skills which are necessary for future development.
- The childminder considers children's interests when planning for activities. For example, he recognises that children enjoy exploring the outdoor environment and encourages them to find natural materials to build dens in the woods. This supports children further to investigate what they are fascinated by and encourages them to solve their own problems.
- Partnerships with parents are good. Parents praise the childminder highly and comment that they and their children are very happy, and that the childminder keeps them updated on their children's progress. This ensures that parents feel valued and relaxed as they feel included in their children's learning.

- The childminder regularly reflects on his own practice. He thoughtfully considers ways to further his own learning and development through training. For instance, he researches innovative ideas to extend opportunities for children's outdoor learning.
- The childminder has strong links with other childminders in the local area. He regularly meets up with them on days out, for instance when strawberry picking and on trips to the beach and the zoo. This supports children further to learn about aspects of the community and to establish positive relationships with other people.
- The childminder provides children with consistent opportunities to develop their physical skills, for instance, children learn how to manage risks safely while using apparatus at the local park and resources in the childminder's garden. Children learn how to move their bodies in a variety of ways through music activities.
- The childminder supports children's artistic free expression well. Children enjoy using a good variety of materials to create pictures and collages. The childminder cleverly extends learning opportunities by asking open-ended questions, which further supports their development in communication and language and helps to build self-esteem.
- The childminder supports children's understanding of healthy lifestyles. For example, children are encouraged to eat healthy food. The childminder incorporates fruit and vegetables into mealtimes and encourages children to think about a variety of foods that are healthy and not healthy.
- On occasion, the childminder sensitively reminds children to follow rules and boundaries. However, in his teaching, he does not consistently help children to understand what acceptable behaviour looks like, so that they fully understand expectations.
- The childminder has begun to support children with their speech and language development by providing opportunities for them to join in conversation. He asks children open ended questions that helps to develop their understanding and builds further vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse and knows what to do if he has concerns that a child is at risk of harm. He has a good knowledge of safeguarding practice and keeps his knowledge and understanding up to date through training. The childminder is aware of broader aspects of safeguarding, such as radicalisation and extremism. The childminder encourages children to manage their own risks when using materials and resources, and he ensures that the environment is safe and secure for children. He manages infection control through daily cleaning and hand hygiene.

What does the setting need to do to improve?

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

- have consistently high expectations for children's behaviour and help children to learn to manage their own behaviour.

Setting details

Unique reference number	2585026
Local authority	Hampshire
Inspection number	10251105
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder is based in the Fair Oak area of Hampshire. He operates Monday to Friday, from 8am until 6pm, all year round. He accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Loretta Murphy

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 that it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to 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.
- 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.

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