

Childminder report

Inspection date:

7 December 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy exploring the wide range of toys at the childminder's home. The childminder knows the children well and they share caring and nurturing relationships. For example, children seek out the childminder for cuddles and caring reassurance when they need this. They are confident in social situations and make good friends. For example, they smile with joy as they play peekaboo with friends.

Children's communication and language skills are strong. The childminder supports children to learn new vocabulary by continuously repeating simple words. Children eagerly repeat these back to the childminder and practise using them in their play. For example, they tell the childminder and visitors it is 'chilly' and 'cold' outside. Children can articulate what they know and learn new words quickly.

The childminder has high expectations for children's behaviour. Overall, children behave well and respond positively to the childminder. For example, children quickly go to wash their hands for snack time when the childminder asks them to. They are beginning to follow simple instructions.

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

- The childminder uses observation and assessment well to ensure children progress in their development. She tracks children's progress against all seven areas of learning. However, the curriculum she plans is not always well sequenced. This means that, on occasion, some activities do not match children's stage of development as effectively as they could. For example, older children enjoy a colour-sorting game to complete while younger children watch, without an invitation to join in.
- Children have positive attitudes to play and learning. For example, they delight in showing visitors a singing toy. They jump with joy while they giggle and dance to the music. However, the childminder is not fully effective at helping children understand expectations. This means that, at times, children struggle to take turns and they interrupt other children's play.
- The childminder offers children lots of opportunities to be physically active in their play. For example, children thoroughly enjoy running races and bouncing on the trampoline in the garden. They are eager to jump higher and higher with the childminder's help. Children have strong physical skills and use this to explore different ways of moving. For example, they smile with pure happiness as they learn to kick a ball.
- Children enjoy familiar stories and have a love of books. For example, they excitedly choose books and sit looking at them for long periods. The childminder repeats simple words and phrases from the same stories. This experience helps

children to learn new vocabulary and remember words. For example, they cheerfully repeat 'apple' and 'dinosaur' again and again.

- The childminder offers children a range of activities that interest them. Older children have the skills they need to focus on learning. For example, they spend long periods enjoying building a very high tower. Children smile and beam with pride at their achievements. They have a lovely can-do attitude that is evident in everything they try. For example, children eagerly sit and concentrate hard to draw a picture. They carefully think about where they would like to stick shapes, and keep a strong focus on what they are doing.
- The childminder attends regular training to improve her teaching over time. She engages well with other networks, such as childminders in the local area. They meet and share best practice ideas, and this helps the childminder to offer new activities to children.
- The childminder has positive parent partnerships. Parents receive daily verbal handovers and pictures about their children's learning and development. They appreciate the childminder's support for children's individual needs, such as children with specific dietary requirements and allergies. Parents say the childminder offers a homely atmosphere for the children, and they value the outings, such as trips to the local playgroups and parks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge up to date. She has an in-depth knowledge of safeguarding issues, such as how to spot signs of children who may be at risk of physical abuse. The childminder knows how to report any potential concern regarding children's welfare. She understands her responsibilities for reporting any allegation about herself. The childminder carries out thorough risk assessments for all outings. For example, she checks the website of the playgroup and the route she will take before she leaves. This reduces the risk to children.

What does the setting need to do to improve?

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

- strengthen the sequencing of the curriculum to consistently deliver learning opportunities more closely matched to children's stage of development
- review strategies to support children to understand behaviour rules and what is expected of them.

Setting details

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| Unique reference number | 2607565 |
| Local authority | Hampshire |
| Inspection number | 10264259 |
| 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 | 4 |
| Number of children on roll | 4 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020 and lives in Basingstoke, Hampshire. She operates from 8am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the provider 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.
- 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 the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.

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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