

Childminder report

Inspection date: 15 December 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 very content and happy at the childminder's home. The environment is warm and welcoming. Children feel safe and secure, settling well. The childminder is calm and caring. She makes her expectations clear, when needed, such as when asking a child to sit properly on a chair. Children respond positively to this and behave well. They happily approach the childminder and share a lovely relationship with her. Children who are upset seek comfort from the childminder and settle quickly. They sit on her lap during story time and fully engage and listen.

Children develop good friendships and help each other, serving snacks to their younger friends, for example. They are independent and confident undertaking tasks, such as going to the toilet and washing their hands. The childminder consistently talks to the children and asks questions, supporting their communication and language. This has proved especially effective for younger children with delayed speech. The childminder offers activities that support areas of learning. For example, during a reindeer food activity, children are encouraged to scoop and pour, reinforcing and strengthening their fine motor skills.

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

- The childminder knows children well and is aware of their developmental needs. She is aware of each child's next steps, and the environment successfully supports these. She plans an effective curriculum for all children, ensuring it is a fully inclusive learning environment. This is demonstrated through activities carefully planned to include all ages of children in her care. However, the childminder does not always take advantage of opportunities to use numbers and counting, to further extend children's mathematical skills.
- The childminder plans daily experiences around children's interests and what captures their attention each day effectively. For instance, children enjoy the dressing-up resources, especially accessories such as hats and sunglasses. The childminder has adapted resources to reflect this interest.
- Children have a wide range of resources available to them, inside and outside. Free play is encouraged inside the setting, with access to resources including a cosy corner for resting and reading books. The childminder recognises the impact the COVID-19 pandemic has had on children's emotional well-being and offers resources to reflect this. She has 'emotion cushions' in the setting with faces on, including happy and sad. Children are encouraged to use these to communicate how they are feeling on that day.
- The childminder keeps her knowledge up to date with regular training and communication from an early years consultant. She works with other childminders to discuss updates in the sector. Additional training needs are identified, such as domestic violence and mental health needs. This continued

professional development helps to ensure that children are given every opportunity to learn and develop to their full potential.

- The childminder works with other settings and childminders to ensure continuity of care. For example, she wrote a progress check for a two-year old together with the child's other setting. The childminder communicates with local schools to ensure children have a smooth transition to school. She identifies areas of development needed for children to be school ready. This includes taking responsibility for tasks such as cutting fruit at snack time and tidying away.
- Parents are very complimentary about the childminder. They comment on how happy they are to leave their children in her care. Parents are particularly satisfied with the developmental progress their children make. They state how this is well communicated through regular feedback at drop off and pick up. Parents comment on the concerns they have due to the impact of the pandemic, including delays in speech and language and socialisation. The childminder is quick to identify these areas of concern. She has initiated activities to address these, such as talking to children and providing inclusive resources. Parents are very happy with the continued progress their children have made.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and child protection. She can identify signs of abuse, including radicalisation, neglect and physical abuse. She is confident with the process involved if she has a concern about a child or another childminder. She has a safeguarding policy that lists the contact details of those to contact for advice. The childminder has attended safeguarding and 'Prevent' duty training, which she keeps up to date. She discusses additional training opportunities with other childminders, such as domestic abuse and substance abuse. The childminder ensures children are constantly in a safe and secure environment.

What does the setting need to do to improve?

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

- make more use of everyday opportunities to help children gain an even better understanding of mathematical concepts, including numbers and counting.

Setting details

Unique reference number	EY374240
Local authority	Hampshire
Inspection number	10235212
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2008. She lives in Popley, in Basingstoke, Hampshire. The childminder provides care from Monday to Friday, 8.30am to 6pm, for most of the year. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lynne Murray

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 and socialisation.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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