

Childminder report

Inspection date: 5 January 2023

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 and show they feel safe and secure in the childminder's home. Children have warm and caring relationships with each other, which is modelled by the childminder. They happily play together, treating each other with respect and understanding. For example, two children play together exploring and investigating the 'buzz' toy. The older child uses their experience and knowledge to show how the buttons work, and then happily watches as the younger child plays.

Children enjoy listening to stories with the childminder. They snuggle into her as she reads in a way that excites and engages them. She teaches them new vocabulary and points to animals in the story. Toddlers excitedly babble to her and their friends when they see their favourite character in the book. The children and childminder listen to one another, having thoughtful conversations. Older children enjoy favourite stories and recall what comes next. This helps them to build on their early literacy skills.

Children independently wash their hands before snack. They talk to the visitor why they use soap and how to turn the tap on, explaining 'if it's on too slow it will dribble out, and then you have to clean the side.' Children happily demonstrate the right way to turn the tap on and the wrong way. They show an understanding of cause and effect and the result of their actions, and finish by drying the wet area with a paper towel.

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

- The childminder evaluates her practice regularly. She talks about her outside spaces becoming a more challenging learning area with open-ended resources. For example, she is going to provide crates, planks of wood, big tyres and guttering. She is making an area that supports creative and critical thinking skills, giving children the opportunity for imaginative play on a large scale outside.
- Children show good attitudes to learning. The supportive childminder helps them build resilience when they encounter difficulties during activities. For example, she links favourite songs to a writing and early-literacy activity. Children enjoy the activity, but sometimes struggle to match the letters. The childminder supports them with repeating the sequence until they become confident. This has a positive impact, as children strengthen their memory and remember more.
- The childminder has a strong focus on communication and language. Children are very chatty, and toddlers are happy to join in conversations using a few words and some babbling. They talk to her about events that are important to them. For example, they speak about their families Christmas holidays and games played with older siblings. They recall past experiences and reflect on

what makes them unique. The childminder provides a wide range of resources that promote cultural diversity, and gives children the opportunity to learn about differences. This supports their personal development and prepares them for a life in modern Britain.

- Children enjoy a healthy fruit snack. The childminder provides safety knives, and children cut up their own fruit. They chat about cutting the apple in half. However, the childminder does not make the most of opportunities such as this and other everyday routines, to help children extend their mathematical language. For example, she does not build on their understanding by talking about different sizes and shapes.
- The childminder teaches children about a healthy lifestyle with daily walks to school. They walk on local footpaths and visit the park. Children enjoy playing on the big play equipment, building on their physical development. The childminder understands the importance of children being part of their local community, and they attend parent and toddler groups meeting other children and adults.
- The childminder has accessed targeted training that supported children's individual needs in her care. She has an up-to-date paediatric first-aid certificate. However, the childminder's training and professional development opportunities have not been varied enough to build on her existing knowledge and skills.
- Some children attend other early years settings, and the childminder attends termly meetings to discuss children's progress. She uses the shared information to build on children's learning and development in her setting.
- Parents speak highly of the childminder, and report their children are happy to attend and enjoy themselves. Parents receive feedback at the end of the day and are happy with their children's progress. Parents can see a difference in their children's language and communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She has attended safeguarding training. She knows the signs and symptoms of abuse and who to contact should she have any concerns that a child is at risk of harm. The childminder knows where to report concerns if anyone makes an allegation of abuse against herself or her family members. She has a written safeguarding policy, which she shares with all parents. The childminder understands the importance of teaching children road safety, and takes the opportunity during daily walks. She educates children to be aware of electric cars, as they are quiet and popular in the local area.

What does the setting need to do to improve?

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

- build on the opportunities for children to use mathematical language and learn about early mathematical concepts appropriate to their age
- enhance ongoing training opportunities to raise the quality of education to a higher level.

Setting details

Unique reference number	EY401029
Local authority	Hampshire
Inspection number	10264029
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	19
Date of previous inspection	19 May 2017

Information about this early years setting

The childminder registered in 2009. She lives in Swanmore near Southampton. The childminder provides care for children from Monday to Friday, 7.30am to 6pm, for most of the year. The childminder is able to receive funding for the provision of free early education for children aged two, three and four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Jo Parker

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection, read several emails and took account of their views.
- 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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