

# Childminder report

---

Inspection date: 16 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

The childminder has created an atmosphere for the children that is welcoming and homely. Children engage in activities that stimulate their interest and enhance their learning. For example, children have fun knocking down skittles and stacking objects. The childminder supports the children with their counting skills while they play and have fun. The children have a love for being outdoors. This is something the childminder actively encourages. They enjoy investigating the outdoor environment in all weathers. For example, while out walking, children are encouraged to look for squirrels, jump in puddles and explore the feel of the squidgy mud underneath their wellies.

The children will seek out the childminder for emotional support and comfort. The older children engage in two-way conversations with her that are meaningful and keep them interested. The childminder knows the children's likes and dislikes. She uses this knowledge to create activities that are exciting and fun. For instance, when children show an interest in trains, the childminder takes them to look for trains and explore the railway tunnel.

Children demonstrate positive behaviour and are polite. They show care and concern for each other and have developed an understanding of emotions and feelings. They are curious and have enthusiasm to learn and find out more.

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

- The childminder supports children sensitively when they are settling into her home, to help them feel safe and secure in their environment. They build positive relationships with the childminder and their care needs are met well.
- The childminder effectively risk assesses both the indoor and outdoor environment, to ensure that the children are kept safe. While outdoors, she reinforces safety routines. Children demonstrate their understanding by complying with the safety rules and boundaries. For example, children are always in sight and stop at the lampposts, knowing not to go any further.
- Children explore the world they live in by engaging in real life experiences. For instance, they go to the shops, to the library and on bus trips. These rich experiences have a positive impact on how the children view their physical world and develop a sense of self.
- The childminder reflects on what she is teaching the children. She provides opportunities for children to be challenged and to develop their skills. With effective assessment, she identifies and supports areas children need to develop. Children respond well to simple instructions. They tidy toys away after they are finished playing and they are gaining an understanding of right and wrong. The childminder praises children for their achievements and explains to them why

rules are in place.

- Children are inquisitive and take full advantage of the learning opportunities that are available to them. They are active in their learning and show enthusiasm to explore and find out more. Through observation, the childminder understands how the children learn and supports their learning through playful activities.
- The childminder supports the older children's communication and language skills well through positive interactions. Despite this, the youngest children's vocalisations are not always answered in ways that could further enhance their speech. For instance, the youngest children use vocalisations and gestures to express what they want. The childminder responds and meets their needs. However, at times she does not make the most of opportunities to extend their learning, such as role modelling new words.
- Children enjoy mealtimes. These are social times for the children where they can discuss what they are eating and talk freely. The childminder encourages the children to feed themselves and talks to them about healthy eating.
- Children are independent when washing their hands before meals and after going to the toilet. Then childminder encourages them to explain their understanding of why this is important. This gives the children solid foundations and embeds important hygiene practices to help them to lead healthy lives.
- The childminder has a commitment for continual improvement and evaluates her teaching and her practice. She seeks advice and support where needed and has high expectations for the children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of safeguarding children and protecting their welfare. With regular training the childminder keeps her safeguarding knowledge up to date. The childminder seeks to find out more about the community she lives in, to best support the children. She will act accordingly and refer any concerns she might have about children's safety and well-being in a timely manner. The childminder ensures her home is safe for children to grow and learn. The childminder effectively risk assesses the outdoor environment. She reinforces safety procedures with the children while outside, which helps them understand how to keep themselves safe.

## What does the setting need to do to improve?

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

- strengthen the support for the youngest children, to enhance their communication and language skills.

## Setting details

<b>Unique reference number</b>	EY377096
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10265089
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	24 May 2017

## Information about this early years setting

The childminder registered in 2008. She lives in the Buckskin area of Basingstoke, in Hampshire. The childminder operates each weekday from 7.30am to 6pm, all year round with the exception of bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged three and four years. She holds an appropriate qualification at level 3. The childminder's daughter is registered to work as her assistant.

## Information about this inspection

### Inspector

Kelley Ellis

### 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 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 and inspector discussed how the curriculum had been implemented and the impact that this has had on children's learning.
- The inspector spoke to parents during the inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023