

Childminder report

Inspection date: 12 January 2023

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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 excited and confident as they joyfully play with their friends. They are welcomed warmly by the caring childminder, as she enthusiastically talks about the activities available for them. Children select their resources independently and become immersed in imaginative play with dinosaurs and small world characters. Children feel safe in the care of the childminder. They seek her out for reassurance and cuddles as they happily play together.

Children treat each other with care and respect as they learn about sharing and taking turns. They help each other find different toys and say 'please' and 'thank you'. The childminder is on hand to support children when difficult emotions arise. For example, when children have a disagreement, the childminder begins an activity that focuses on understanding feelings. Children become absorbed in the activity and demonstrate their prior knowledge. They use the visual props provided to clearly explain each different emotion and what situation might make them feel that way. Children are engaged and motivated in the stimulating and meaningful learning experiences provided for them.

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

- The childminder knowledgeably follows children's interests to create inviting activities that encourage them to explore and ask questions. For instance, she provides a sensory table that has a variety of objects in it for children to experiment with individually. To add challenge for older children, the childminder includes numbered pebbles and encourages children to recognise each one. Children remain engaged and interested in this activity for an extended period.
- The childminder provides meaningful learning experiences for children in the inviting outdoor area. For example, children enjoy painting the dinosaurs outside in the rain. They carefully use different tools and resources as they talk about how the water is mixing with their paints. Babies enjoy the sensory experiences of the paint and water, and children beam with excitement as they notice the muddy puddles being created by the rain. Together, they jump in the puddles with carefree enjoyment. Children are developing a range of physical skills.
- Communication and language development are fully encouraged by the childminder. She speaks clearly to children, offering them plenty of new words and opportunities for conversations. For example, when babies bring her different toys and objects, she offers the name of each one. This broadens children's vocabulary and strengthens their understanding.
- Children participate in a variety of activities that support them in acquiring early literacy knowledge. They enjoy singing different songs and rhymes together, which the childminder encourages them to choose themselves. Children have good knowledge of the words and actions for each one. Furthermore, children

have access to plenty of books, which the childminder enthusiastically reads to them. At story time, they remain absorbed in the narrative as they excitedly anticipate what happens next. Children are developing a love of reading.

- The childminder promotes opportunities for children to learn to be independent. For example, children dress themselves with ease as they eagerly get ready to go outside. They proudly use a special trick to put on their coats. Children try hard to do zips and buttons and know the childminder is close by to help if they need it. Children are pleased with their own accomplishments as they build meaningful independence skills.
- Children enjoy windy walks and play outside in the rain. They discuss the effects of the weather on their environment and demonstrate that they know how to keep themselves safe. For example, they explain that they know they must not explore a particular puddle because it is too close to a road. Children are learning how to manage and understand risks.
- Parents say that they are happy with the care received by the childminder. They say that she provides them with information about keeping lunch boxes healthy and updates them with activities that children have been doing. However, at times, parents are unclear on their children's next steps and how to access information about their child's progress. This means that parents are not always sure how to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a clear and robust safeguarding policy. She understands the importance of keeping children safe and knows the local authority reporting procedure she must follow, should she ever have concerns about a child in her care. The childminder understands the importance of ensuring that people who live in her home have their suitability checked. She ensures that her safeguarding knowledge is kept to the highest level by regularly updating her training. The childminder has increased her knowledge further about aspects of safeguarding, such as female genital mutilation and the 'Prevent' duty.

What does the setting need to do to improve?

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

- build on how progress information is shared, to help parents support children's learning at home.

Setting details

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| Unique reference number | 2586475 |
| Local authority | Hampshire |
| Inspection number | 10251134 |
| 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 5 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020. She lives in Waterlooville, Hampshire. The childminder provides care from Monday to Thursday for most of the year, from 7.30am to 6pm. She holds a relevant level 6 qualification.

Information about this inspection

Inspector

Nicola Houston

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.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents gave their views about the setting to 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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