

Childminder report

Inspection date: 12 January 2023

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 full of smiles and giggles in this friendly and welcoming childminder's home. They settle extremely quickly with a well-planned transition process that enables children and their carers to build trusting relationships from the start. The childminder uses detailed information gathered from the parents to plan next steps for children's learning. For example, children pretend to make cakes following a family birthday. Children make swift progress and are well prepared for the next stage of their learning.

Children understand daily routines and listen to instructions given to them. For example, at lunchtime, children know to wash and dry their hands before they eat. They behave well and act respectfully towards each other. They understand to take turns and share resources from an early age. The childminder praises children regularly throughout their day to reinforce their positive behaviour. For example, when a child passes a toy cow to another child, the childminder praises them for sharing. This builds their self-esteem and gives them a sense of achievement.

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

- The childminder places a strong emphasis on teaching children how to be independent and carry out tasks for themselves. For example, children learn how to open things from their lunch boxes when the childminder shows them how to 'pinch, pinch, pull' to open a packet. This builds children's confidence in their own abilities and gives them a can-do attitude.
- Children have opportunities to develop their imagination and re-enact their own experiences during play. For example, children feed baby dolls and tell their friends 'shush, she's sleeping'. The childminder sensitively extends role play by introducing new ideas to the children. For example, 'Does the baby want her bottle?'
- The childminder role models language well and is aware of the differing needs of children. She adapts her practice according to their individual stage of development. For example, younger children are taught animal noises when playing with farm animals, while older children pretend to bake cakes and learn that 'cooling down' means 'it's not so hot'. Although children learn new words rapidly, they would benefit from more opportunities to read books together. This will help to foster an interest in books and further support their literacy development.
- Children learn about the world around them through regular visits to local places of interest. For instance, children visit a museum with a tack shop to learn about horses and the role they have played throughout history. Children are excited to learn about similarities and differences between now and in the past.
- Communication with parents is effective and promotes a two-way partnership

that helps them to feel comfortable leaving their child in the childminder's care. Parents speak fondly of the childminder and comment on her 'gift of making the children feel delighted to be there'. They are happy with the progress their children are making and how confident they have become.

- Children benefit from quality interactions with the childminder that teach them mathematical concepts. For example, they learn the meaning of up, down, over, under, top and bottom when moving cars around the toy garage. However, background noise can be distracting and affect children's concentration, particularly during activities that involve discussion.
- Children build their dexterity with a variety of activities to choose from. For example, children use tweezers to pick up pom-poms and develop their fine motor skills. The childminder recognises the importance of mouldable materials to squeeze, roll and push and provide children with play dough to build strength in their hands. This helps to prepare them for writing later in their education.
- The childminder is self-reflective and uses training opportunities to extend her knowledge and develop her practice. She reviews the resources on offer and implements new ideas to improve the quality of teaching and outcomes for children. For example, she has plans to introduce cooking activities to give children the responsibility of making their own evening meal.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to keep children protected from harm. She keeps her safeguarding knowledge up to date and ensures that she attends regular training. She is aware of signs that may indicate abuse and knows when and how to refer any concerns regarding a child's welfare. The childminder ensures that her home is safe and secure so that children can play without risk. For example, she uses safety equipment to prevent children from accessing parts of her home unaccompanied. She supervises them well and makes regular risk assessments to keep the children safe in her care.

What does the setting need to do to improve?

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

- enhance opportunities to read books together, to foster children's interest in books and further support their literacy development
- minimise unnecessary background noise, to support children's concentration and to prevent them from becoming distracted in their learning.

Setting details

Unique reference number	2604179
Local authority	Hampshire
Inspection number	10262823
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	0 to 8
Total number of places	3
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Basingstoke, Hampshire. The childminder provides care from Monday to Thursday for most of the year, from 8am to 6pm. The childminder holds an appropriate level 3 early years qualification. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Estcourt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the effect of the pandemic with the provider and has taken this into consideration in her evaluation of the provider.
- The inspector had a tour of the premises and discussed the childminder's curriculum.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector reviewed written feedback from parents.
- The inspector spoke to the children throughout the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector sampled a range of documentation, including first-aid certificate, accident logs, consent forms and two-year progress checks.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023