

Childminder report

Inspection date: 18 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 benefit from being in the care of a childminder who has a secure understanding of child development. She knows their needs and knows what they need to learn next. This helps children to make good progress and to learn skills to support them to move on to the next stage in their education.

Children show they feel safe in the childminder's care. They readily approach her for cuddles and comfort, which she warmly offers. Children are self-motivated to play and learn. They enjoy exploring the attractive learning environment that the childminder provides for them. Children show determination as they investigate blocks and magnetic shapes. They are eager to explore and learn.

Children benefit from a childminder who is a positive role model. She helps them to understand about turn-taking, for example, and about using good manners. Children demonstrate positive attitudes towards their learning. For instance, they listen attentively to the childminder as she sings songs. The childminder helps children to make links to what they may already know. She tells children that the blocks they play with are blue, just like the scarf they are using to sing with. Children benefit from the childminder's support with their learning.

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

- The childminder has clear learning aims for the children in her care, building on what they already know and can do. She hopes they will develop basic life skills, such as being able to make choices. Children can freely access the resources they want to play with and choose where to play. This supports children's decision-making skills.
- The childminder supports children's emotional development well. For example, she follows children's home routines to help them settle in smoothly. Children develop high levels of confidence, as they know what is expected in the daily routine.
- Children benefit from warm praise and encouragement as they play. For example, children smile with delight when they achieve their intention to stand up. The childminder helps to raise their self-esteem and confidence.
- The childminder knows the children she cares for well. She knows what children's interests are and uses these to plan activities to build on their learning. For instance, children enjoy exploring sensory resources, such as space blankets. The childminder knows how to stimulate and motivate children to play and learn.
- Children's communication skills are supported effectively. The childminder introduces children to new words as they play, such as 'crunchy' and 'shiny'. She comments on what children do. Children hear many words and are learning to

be confident communicators.

- The childminder shows children how to look at and handle books. She reads to them in a way that engages them. This helps to develop their attention and listening skills.
- The childminder helps children develop their physical skills. For instance, she places exciting resources just out of reach to encourage young children to stand up and play. Children show persistence as they learn to move around.
- The childminder builds effective partnerships with parents. She works closely with parents to offer children high levels of continuity of care. This helps children to feel safe and secure.
- The childminder supports parents to supply nutritious meals for their children. She encourages children to try to feed themselves with a spoon. However, she has not fully considered the best approach to this. At times, the childminder limits the opportunities children have to develop their independence skills.
- Children have the opportunity to learn about the wider world. The childminder takes them on outings, such as to the farm and the woods. They see other people and places. This helps them to develop an understanding of cultures that are different to their own.
- The childminder is proactive and seeks out opportunities to develop her skills and knowledge. For example, she has attended training to help her reflect on the resources and environment she provides for children. The childminder says that changes she has made have had a positive impact on children's engagement in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to promote children's well-being at all times. She attends regular training and has a good knowledge of child protection and safeguarding matters. The childminder knows the actions to take if she has any concerns about children's welfare. She understands the procedures to follow if there is an allegation made against her, or against household members. The childminder has risk assessment procedures in place to help her identify any hazards. The space used for childminding is clean and safe for children to play and learn in.

What does the setting need to do to improve?

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

- build on opportunities to further support children's developing independence skills.

Setting details

Unique reference number	2580688
Local authority	Hampshire
Inspection number	10250999
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Hedge End area of Hampshire. She provides care from 7.30am until 5pm, Monday to Friday, throughout the year.

Information about this inspection

Inspector

Emma Dean

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 childminder and has taken this into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.

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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