

Childminder report

Inspection date: 1 February 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 happy and settled in this warm and homely environment. They thoroughly enjoy the time they spend with this kind and caring childminder. Children eagerly find what they wish to play with and know the routines of the day. This helps to positively promote their well-being and eagerness to learn.

Children learn about the animals that are cared for and reared on the childminder's farm. They learn about how to keep themselves safe. For instance, children know that they must keep their hands flat when offering cow-feed pellets to the young calves. They are highly supervised by the childminder during this activity.

Children are making good progress. The childminder has high expectations of all children, who are given lots of meaningful praise for their achievements. As a result, children spend time practising new skills and confidently share with one another what they are doing. For example, children discover how to make the colour purple when mixing different-coloured water together. They describe to one another the method they have used.

Children say 'please' and 'thank you' at appropriate times. They know how to treat one another with kindness. Children demonstrate this when helping one another to place toys safely back where they belong.

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

- The childminder supports her practice by regularly accessing webinars and online courses to continually improve her knowledge. For example, she has recently completed training to know more about the way children learn through exploring their own ideas and thoughts. As a result, the childminder provides more resources to support children who enjoy transporting objects around. These include real-life objects, which helps children to make sense of the world they live in. The childminder is evaluative of her practice, which is helping her to continually make improvements to her provision.
- Children behave well and know right from wrong. Most children engage for lengthy periods of time and show excitement to join in with activities. However, at times, the childminder does not always fully consider the concentration levels of younger children during group activities. Occasionally, the childminder moves children on too quickly to the next activity. This does not strengthen opportunities for children to consolidate their own independent learning without interruption.
- Parents are extremely complimentary about the high-quality care their children receive. They appreciate the regular and informative flow of information about the activities children have enjoyed and how they are progressing. For example,

parents receive daily text messages, photographs and termly progress reports.

- The childminder forms strong partnerships with staff at the local pre-school. She completes a transition document to inform teaching staff of the children's progress and interests before they start. This helps to promote continuity of care and learning.
- Children are learning the importance of eating healthy, nutritious food and why they need to brush their teeth. They eagerly tell the childminder they regularly brush their teeth for two minutes with minty toothpaste. Children wash their hands before eating and after playing outside. However, the childminder is not using every opportunity to help children to learn how to minimise the risk of passing on germs. For instance, there is no discussion about washing their hands at nose-blowing time. This is not fully supporting children to learn how to lead a healthy lifestyle.
- All required information is gathered right from the start of the childcare arrangement. The childminder knows the children in her care well. She has much experience of caring for early years children and uses her knowledge and observations well to help their progression. Her accurate observations highlight if children require any additional help or support. It also enables her to plan effectively for individual children and know what they need to learn next.
- The childminder regularly takes children out to places of interest. She uses the experience to help promote their language and communication skills. For instance, children excitedly talk about the animals they saw at the zoo. The childminder speaks clearly and precisely, so that children learn correct pronunciation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder clearly understands her role and responsibilities to keep children safe. She completes safeguarding training and knows what to do if she is concerned about a child's welfare. She has all required contact details to hand should she need to make a referral. The childminder ensures her home and garden are safe through robust risk assessments. Children learn about their own safety. For instance, during story time, they learn that fire is dangerous. They describe the flames from the rocket in the story as being very hot, and that they must not touch fire as it will hurt them.

What does the setting need to do to improve?

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

- strengthen opportunities for children to consolidate their own independent learning without interruption
- give children clear and consistent messages about handwashing, to help them to

understand how this helps to keep them healthy.

Setting details

Unique reference number	2611031
Local authority	Hampshire
Inspection number	10263396
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 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2020 and lives in Alton, Hampshire. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder receives early years funding for two-, three- and four-year-old children. She has a level 3 qualification in childcare.

Information about this inspection

Inspector
Hazel Farrant

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 that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- The inspector read and considered written comments from parents during the inspection.

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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