

Childminder report

Inspection date: 10 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled with the childminder. They display high levels of confidence as they greet visitors and explore their home-from-home environment. Children behave well and show respect for each another. They are excited to play together and demonstrate friendly relationships. Older children include younger children in their play and share resources cooperatively. For example, they pass each other 'tools' from a doctor's case which is out of their reach.

Children are keen explorers, constantly engaged in their play. They explore the stimulating environment confidently and make choices about what resources to enjoy. This demonstrates that they feel safe and secure in the care of the childminder. Children demonstrate that they are keen and curious learners as they explore a piano. They purposefully select which piano keys to use to play a tune. Children laugh as they realise how loud the piano sounds, and this increases their enjoyment and enthusiasm.

Children enjoy listening to familiar stories. They carefully help to turn the pages and point to items seen in the pictures. Children repeat rhyming phrases and bounce up and down in excitement. For instance, children enthusiastically say, 'room on the broom!' Children freely access books and sit down to study them, demonstrating good concentration skills. This helps to expand their knowledge and develop children's love of books.

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

- The childminder has a clear vision for her setting and is passionate about teaching children to be independent. For instance, children show determination as they put on their wet weather outfits and wellington boots. They smile as the childminder praises their efforts.
- The childminder has a good awareness of what children already know and what they need to work on next. For example, she promotes younger children to be more confident when walking on outings and less reliant on being in a pushchair. The childminder plans interesting and stimulating activities to support children's development. However, on occasion, the childminder does not always offer ample opportunities to further extend the skills of older children. This does not fully support them to extend their play and ideas.
- Children display an awareness of the childminder's expectations for their behaviour. For example, they sit carefully on chairs at lunchtime and chat happily to the childminder about what they have in their lunchboxes. Children learn to develop self-help skills, especially at snack time. They illustrate this as they competently use a plastic 'big special knife' to chop fruit to a desired size.

Children share the fruit out to their friends, counting the pieces as they do so. This helps to develop their early mathematical skills.

- The childminder supports children to develop effective communication skills. She encourages children's speech by asking targeted questions such as 'Where does honey come from?' Children instantly shout 'bees' and then begin to talk about eggs. The childminder asks targeted questions about where eggs come from to help to encourage children's critical-thinking skills.
- The childminder understands her role in implementing the seven areas of learning in the home and when on outings. She supports children to learn about the world around them. They enjoy trips to the local park and meet up with other local childminders. This helps children see others and develop their social skills.
- Partnerships with parents are good. Parents are extremely positive about the childminder. They comment that their children come home telling them about their 'exciting days'. She shares information with parents about what their children have been doing and their achievements during the day. The childminder gives parents ideas of how to promote children's development at home. This helps to reinforce learning carried out at the setting.
- The childminder supports the emotional needs of children by allowing them to settle in at their own pace. She adjusts her daily routine as necessary to ensure that new children feel comfortable and secure in her care. Children demonstrate trusting relationships with the childminder. They spontaneously ask for cuddles and snuggle into her.
- The childminder demonstrates that she is reflective and makes ongoing changes to improve her setting. For example, she regularly swaps toys and resources around to spark children's curiosity and enjoyment. The childminder takes a proactive approach in seeking training that helps to support the children she is caring for. For instance, she recently completed training on supporting children to develop their speech. She used the information gained to further support children's speech by introducing puppets into children's play, singing songs and modelling correct pronunciation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse. She has attended training that has supported her to develop her knowledge of safeguarding issues. For example, she can recognise the signs of radicalisation. She is aware of how to make appropriate referrals to relevant agencies if she has a concern about a child. The childminder has attended first-aid training. This helps her to respond to accidents or injuries appropriately. The childminder has risk assessments in place to ensure the environment is safe, both inside and outside. These help to ensure children's safety and welfare.

What does the setting need to do to improve?

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

- use all opportunities to further extend children's knowledge and skills based on what they know and can do already.

Setting details

Unique reference number	EY424433
Local authority	Hampshire
Inspection number	10264283
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	7
Number of children on roll	7
Date of previous inspection	9 June 2017

Information about this early years setting

The childminder registered in 2011. She lives in Hayling Island, Hampshire. The childminder currently operates on Monday and Friday only, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. She has a relevant qualification at level 3.

Information about this inspection

Inspector

Clare Leake

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector via written testimonials.
- 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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