

Childminder report

Inspection date: 20 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children develop quickly in confidence and self-assuredness in their welcoming and inclusive setting. They settle well on arrival and greet their friends with a warm welcome. Children form strong bonds with the kind and nurturing childminder, who meets their emotional well-being effectively. They learn first hand about democracy as they are offered choices in their day and learn that their opinions are valued and acted on. Children treat others with kindness and respect following the lead of the childminder, who is a strong role model. They readily take turns in games and follow simple rules well. Children's behaviour is exemplary.

Children lead their own learning and achieve well. They persevere when they encounter a difficult task and benefit from the childminder's positive encouragement to give new things a go. Children enthusiastically engage in all activities and show high levels of motivation and problem-solving skills. For example, during an activity they consult the pages of a book to work out the solution to a problem. They learn simple strategies, such as to self-correct, through recounting to check their work when attempting a mathematics activity.

Children are avid readers and show a love for reading. They become captivated as they listen to favourite stories, imaginatively offering ideas on what might happen next. The childminder creatively brings stories to life through her skilful use of character voices, capturing children's attention successfully. Children discuss the plot of the story and recreate this in their artwork. Older children proudly sound out the letter sounds in their names and make good attempts at writing them on their pictures.

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

- The experienced and dedicated childminder implements a curriculum that supports children to make good progress in their learning. Children benefit from the childminder's secure knowledge of their individual learning needs, including her accurate assessments of what they can do and what they need to learn next. The childminder's particular strength is her ability to spontaneously adapt teaching. This includes the skilful introduction of opportunities that are precisely focused on the learning needs of each child. Children benefit from the attention and remain motivated. Their learning is highly purposeful to them as a result.
- The childminder supports children's communication skills well. Her clear diction and expert modelling of key words ensures children make good gains in their understanding of language, including children who speak English as an additional language. The childminder introduces new vocabulary as children play, helping children understand that alternative words can hold the same meaning as the words they know already. However, there are fewer

opportunities for children to develop their confidence in speaking in groups, in order to become confident communicators.

- Children benefit from a wide range of experiences in their local community, that complement the activities they enjoy in the setting. Attendance at local groups has had a positive impact on children's social skills and supports their confidence well. Children learn about their place in the community as they learn how to behave in social situations, including listening to and following rules. Children talk with excitement about their favourite places to visit and relish opportunities to play at local parks.
- The childminder places a strong focus on getting children ready for the next stage in their education. She supports children effectively to develop their confidence and independence successfully. Children readily take responsibility for tasks, such as attending to their own care needs through well-established routines. They show high levels of responsibility as they pack away games when they have finished without reminders and keep the playroom tidy. The childminder implements robust procedures that support children's dietary needs and follows individual home routines to promote consistency.
- The childminder establishes strong working relationships that allow for a purposeful two-way flow of information. Parents speak very highly of the childminder, highlighting her good attention to meeting their children's individual needs very well. They state they get a good overview on the progress their children make and welcome ideas on how to support this further at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder promotes children's safety well. She ensures all adults living in the home are known to Ofsted and checks are completed to assure their suitability. The childminder demonstrates a secure knowledge and understanding of child protection procedures, including local referral procedures. She keeps up to date with safeguarding matters in order to swiftly identify and refer any risks to children's safety. Positive safety strategies are modelled to help children keep themselves safe. For example, they are reminded not to rock backwards on chairs in case they fall. The childminder ensures a robust risk assessment for family pets and maintains a clean and hygienic environment 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:

- support children's speaking skills more precisely, so that children develop their confidence in communicating their own needs in readiness for the next move in their education.

Setting details

Unique reference number	EY275044
Local authority	Hampshire
Inspection number	10260791
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 October 2022

Information about this early years setting

The childminder lives in Chandlers Ford, near Eastleigh, Hampshire and registered in 2003. She operates Monday to Thursday, from 8am to 6pm, all year round. The childminder currently provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- A selection of documentation was sampled.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with children to gain their views on what they like to do when they go to the childminder's home.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.

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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