

Childminder report

Inspection date: 28 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 demonstrate they feel safe and secure in the childminder's home. They welcome the inspector with a huge smile and are keen to show her their favourite toys. The childminder and her assistant spend time getting to know children and their families well. They discuss children's existing abilities with parents and use this information to help inform initial assessments. Children settle quickly in their care. They benefit from well-organised play spaces and confidently select resources of interest. For example, children jump up and down and enthusiastically shake sensory bottles. The childminder talks to children about the different sounds they are making, which helps to build on their developing speech and language. Her assistant seizes this opportunity to support children's physical skills. For example, children join in with actions songs and learn how to move their bodies in different ways.

Children manage their personal care needs well. They wash their hands ready for their snack and quickly make their way to the table. They are polite, demonstrate good manners and say 'excuse me' to their friends. As children eat their fruit, the childminder engages them in discussion about food that is good for their bodies. This helps to build on their understanding of healthy lifestyles.

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

- The childminder accurately assesses children's progress and focuses the curriculum on their individual learning needs. For example, children use a variety of tools as they play in the sand. The childminder models words and encourages children to describe the different marks they are making. This helps to widen their vocabulary. Children's attitudes to learning are highly positive and they remain engaged in activities for long periods. However, at times, there are some inconsistencies in the quality of teaching. On occasion, the childminder's assistant does not give children time to respond to questions to help build on their thinking and problem-solving skills.
- The childminder embeds children's mathematical understanding into daily activities. For example, children count the hidden objects they find in the sand. They make holes as they dig and use language, such as 'bigger' and 'smaller'.
- The childminder and her assistant implement effective behaviour management strategies. This helps support children to understand right from wrong from an early age. Children show kindness and compassion to others. For example, they offer comfort to their younger peers when they become unsettled. Children receive consistent praise and encouragement from the childminder and her assistant, which boosts their confidence and self-esteem.
- The childminder places a strong focus on outdoor play. Children benefit from fresh air and exercise every day. Younger children build on their stamina as they

whizz around on ride-on toys. Older children show good coordination and learn how to take safe risks, such as making their way up the climbing wall. Children enjoy nature walks and regular visits to local parks, where they practise and build on their skills.

- The childminder regularly evaluates her setting and ensures that mandatory training is kept up to date. For example, her assistant has recently completed safeguarding training. He comments that this has been extremely beneficial and has helped to refresh and widen his knowledge of safeguarding issues.
- The childminder builds on children's literacy skills well. She has a variety of books to suit the differing ages and interests of children she cares for. All children enjoy listening to stories. The childminder reads with enthusiasm and is skilled at capturing children's attention and imagination
- The childminder works well with parents. She offers them feedback about their children's progress and gives them support and guidance on how to continue their child's learning at home. For instance, children take home 'story sacks' and participate in reading activities with their parents at home. This contributes to children's early interest, and love of reading. The childminder involves parents and children in evaluating her setting and demonstrates a keen attitude to improvement. Parents speak highly of the childminder and comment on the good quality of care and the wide range of activities she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant regularly update their safeguarding knowledge. They are quick to identify signs and symptoms which may indicate a child is at risk of harm and know who to contact if they have any concerns. The childminder and her assistant complete daily risk assessments to help remove any potential hazards. They teach children how to keep themselves safe to help prevent them from having accidents. For instance, they give children explanations as to why they need to tidy away toys, so they do not trip or fall.

What does the setting need to do to improve?

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

- improve teaching to the highest standard to consistently give children more time to respond to questions to enhance their thinking and problem-solving skills.

Setting details

Unique reference number	EY374885
Local authority	Hampshire
Inspection number	10265088
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	6
Number of children on roll	5
Date of previous inspection	24 May 2017

Information about this early years setting

The childminder registered in 2008. She lives in Aldershot, Hampshire. The childminder works with an assistant. She provides care Monday to Friday, from 7.30am to 5.30pm, although this is flexible. The childminder holds a foundation degree in early years childcare. She provides funded early education for children aged three and four.

Information about this inspection

Inspector
Jane Franks

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 took account of the spoken and written views of parents and carers.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder conducted a joint observation with the inspector.
- The inspector spoke to the childminder, her assistant and children at appropriate times.
- A sample of documentation was observed.

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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