

Childminder report

Inspection date: 23 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the childminder's welcoming home. They thrive in a warm and child-centred environment. The childminder responds to children with consistent and responsive care. This helps children to feel valued and safe. Children make wonderful friendships. They listen to their peers with interest and offer meaningful advice. For instance, children suggest a range of fun solutions about how to look after teeth. They show respect and genuine interest in helping others. Children are polite and inquisitive. They demonstrate positive learning attitudes and are very keen to take part in activities. For example, they respond with excitement when it is time to play in the garden. With encouragement, they independently put coats and shoes on. The childminder praises them for their achievements, which motivates them even further.

The childminder offers children ample opportunities to learn about the natural world around them. They explore the beauty and magic of forests, where they find deer. Children learn how to look after baby guinea pigs, holding them gently. The childminder takes children to a wide range of play groups. Children enjoy soft play, where they build their physical strength. Older children benefit from activities that prepare them for transitions and going to school. They develop language and listening skills. These activities also support children's social confidence and build positive self-esteem, and they give children the skills and knowledge they need for the next chapter in their education.

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

- The childminder is a good role model. The curriculum she offers is well sequenced and builds on children's knowledge and their needs. When children first start, she speaks to parents to gather some essential information about them. This helps to inform children's starting points. However, at times, some key information is missed during these discussions. This affects how well the childminder can plan timely support to meet children's individual learning needs.
- Children develop a wonderful sense of self. They demonstrate confidence in how they manage their own needs. For instance, they indicate when they feel hungry and walk to the kitchen. Children learn about emotions, talking about feeling sad when they miss someone. They gain crucial skills that support understanding of their own feelings and those of others.
- Children are physically active. They enjoy spending time in the fresh air as they ride the play cars. The childminder discusses with children a range of meals they eat. Children show amazing awareness of food that is good for them. They confidently comment that 'broccoli and water' are healthy. Children's experiences consistently build sufficient knowledge and promote positive physical and mental health.

- Children show that they are motivated, and they sustain high levels of concentration. They persevere at tasks they find challenging, such as when they try to connect two trucks together. However, on occasion, the childminder is quick to offer a direct solution or explanation as to what children should do next. This sometimes prevents children from further developing their own ideas about how to solve a problem.
- Books are a big part of the setting. The childminder skilfully uses them to encourage reading and literacy skills. Children hear new vocabulary, including moon, plum and cocoon. They demonstrate their expanding vocabulary and knowledge with comments like, 'he was an egg, now he is a butterfly'. Children learn that reading is enjoyable and informative.
- Children develop positive attitudes and interest in mathematics from an early age. They are keen to count in sequence, forwards and backwards. The childminder offers books in which children can trace numbers with their fingers. Children gain a secure mathematical foundation to build on in the future.
- Parents speak highly about the care their children receive. They are happy with their children's progress. Parents appreciate the range of experiences the childminder offers, such as walks and visits to local parks. They feel that the childminder is an extension of their own family.
- The childminder and her co-childminder work together very well. They reflect on the quality of care and education that is provided. For instance, they both complete appropriate training to support children's behaviour. This ensures that the quality of teaching is continually enhanced, which has a positive impact on outcomes for all the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the local safeguarding partnership procedures. She demonstrates a secure knowledge of the signs and symptoms of potential abuse and the action to take should she have a concern about a child's welfare. The childminder understands how to report any concerns about adults working with children, including concerns about household members. Both the childminder and co-childminder use effective risk assessments to identify and minimise potential risk to children. For example, they visit new local groups before they invite children to attend. They provide a secure environment, where children's well-being and safety are prioritised.

What does the setting need to do to improve?

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

- extend the support for children to think things through and solve problems for themselves when they experience challenges, to further develop their growing

critical-thinking skills

- strengthen the process for gathering information from parents about children when they first start, to further support their learning and individual needs from the very beginning.

Setting details

Unique reference number	EY405353
Local authority	Hampshire
Inspection number	10228521
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	4
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2010. She works with another registered childminder in Romsey, Hampshire. She provides care on Monday from 3pm and Tuesday to Thursday from 8am to 6pm, all year round. The childminder is able to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Karolina Klepacka

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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk. They discussed the childminder's curriculum for the children.
- The inspector observed the childminder and co-childminder interacting and communicating with the children.
- A sample of documentation was reviewed, including required suitability checks on household members.
- The inspector spoke to children, the childminder and the co-childminder at convenient times and reviewed written feedback from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023