

# Childminder report

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Inspection date: 27 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and safe. The childminder focuses strongly on supporting children's happiness, good behaviour and well-being. She gives children equal attention and is a positive role model. Children copy the childminder's kind and caring approach. For instance, young children gently and affectionately stroke their friends' heads. The childminder often joins up with another childminder in her home and on outings to support children's social skills.

The childminder regularly dances and sings with the children, including Bollywood dancing, which they all thoroughly enjoy. Children move to the music and listen to the childminder singing nursery rhymes. The childminder's positive communication develops children's understanding and inspires them to make sounds and attempt to copy the words they hear. The childminder skilfully interprets the different ways that very young children communicate, including the sounds they make, to adapt or repeat activities, which successfully captures their interest in learning. For example, when children give her books, she encourages them to turn the pages and talk about what they see in the pictures to support their language development.

The childminder helps children to find different ways to do things and solve problems during their play. For instance, when they decide to fill containers with other resources, the childminder helps them explore which ones are the right size.

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

- The childminder has improved her understanding of how to use activities and resources to provide an ambitious curriculum and help children make the best possible progress. She uses children's individual interests to help them develop the skills they need for the future. Young children are active, motivated learners. The childminder makes play equipment easily accessible, which inspires children to confidently and independently find and use their favourite toys. For instance, children choose and carry a small playhouse out of a cupboard and enthusiastically explore the contents.
- Since the last inspection, the childminder has worked with parents to ensure that children are provided with nutritious meals and snacks that support their good health. She talks with parents about children's next steps and follows their home routines, such as sleep times, to provide continuity. The childminder has developed her confidence to support parents to seek early support for their children if there are gaps in their learning and development.
- The childminder consistently gains children's cooperation and helps them learn to share. For instance, young children confidently give their friends resources, such as building blocks. When possible, the childminder provides children with

similar resources to help them overcome any frustrations they face during their play. She regularly praises children's cooperation, and they develop good manners.

- The childminder patiently responds to children's individual care and emotional needs. She cuddles and reassures them when needed. For example, when children who have recently started occasionally become unsettled while looking at photos of their family and pets.
- The childminder often takes children to local parks where they learn to use swings and a see-saw and to a local café sensory room, where they enjoy playing in a ball pool. However, she does not consider how to respond to children's enthusiasm for climbing and balancing when they are in her home, to further enhance this area of their development. Consequently, there are times when children try to stand on some of the resources that are not made for this purpose.
- The childminder supports children to develop good independence and the skills they need for the future. She encourages children to learn to feed themselves and to attend to their own care needs. For instance, when a young child needs to blow their nose, she sits them down to look in a small mirror and learn to use a tissue to wipe their nose.
- The childminder continually improves children's care and learning. For instance, she has used knowledge gained from online forums to develop children's exploration during outings, and she no longer worries about them getting dirty. The childminder has also used knowledge gained from training to support children's communication skills. For instance, she now talks aloud and gives children plenty of time to respond to questions to develop their vocabulary. The childminder has also improved her interaction in children's play to support their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding policies and procedures. She knows what to do if she is concerned about a child's safety. The childminder has completed safeguarding training, which she regularly updates. The training has enabled her to develop a better understanding of the different types of abuse and how to respond to any concerns. The childminder clearly explains how she risk assesses her home and outings to keep children safe. For instance, on local walks, she keeps very young children in a buggy and only allows them to run freely in safe areas.

## What does the setting need to do to improve?

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

- respond more effectively to children's interest in learning to climb and balance to further support and extend their physical development.

## Setting details

<b>Unique reference number</b>	111776
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10242916
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	26 April 2022

## Information about this early years setting

The childminder registered in 1994. She lives in Andover, Hampshire. She cares for children Monday to Friday, from 8am to 3pm, for most of the year. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk and a joint observation together.
- The inspector talked with the childminder and children at appropriate times during the inspection.
- The childminder and the inspector discussed improvements that have been made since the last inspection.
- The inspector observed children playing and taking part in activities indoors.

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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