

Childminder report

Inspection date: 30 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 | Outstanding |
|--|-------------|

What is it like to attend this early years setting?

The provision is good

Children show they feel safe and secure in the childminder's warm and attentive care. They approach her to snuggle in for comfort, and seek her out to settle down for a reassuring cuddle. Children demonstrate that the childminder supports their emotional well-being securely.

Children are confident and independent. They know where resources belong, for example, and help themselves to tissues to blow their own noses. Children know the high expectations the childminder has for them. For example, they understand to tidy away toys they have finished with, before getting more out. Children listen to what the childminder says and respond positively to requests and instructions. They are learning to manage their feelings and they behave well.

Children are excited and motivated in their play and learning. Children show they feel proud of their achievements. For instance, when they manage to undo a screw-top lid, they beam with delight. The childminder offers children warm praise and encouragement, which supports and raises their self-esteem. Children learn many skills in the childminder's care. They develop their attention and focus, such as through story times, and how to share and take turns. These skills will support them to move on to the next stage in their education.

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

- The childminder understands how children learn. Her curriculum is designed to support children's learning through play, using their interests to engage and motivate them effectively. Children benefit from being in the care of a calm, experienced and positive role model. They are thriving in the childminder's care.
- The childminder builds on what children already know and can do. They share their knowledge readily with each other. For instance, children tell others that blackboards need chalk, not pens. Children are highly motivated to play and learn, as they explore the stimulating learning environment that the childminder provides.
- Children benefit from many varied experiences and activities. They construct with bricks, role play shops, share stories and complete puzzles. The childminder takes children out into the wider community, such as on trips to parks and the zoo, and to meet up with other local childminders. Children see different people and different places. This helps them to learn about the diversity of the world in which they are growing up.
- The childminder builds effective partnerships with other settings that children attend. This ensures high levels of consistency for children's care and learning.
- Children learn about developing healthy and active lifestyles. The childminder supplies nutritious snacks, for example, and teaches children about the

importance of handwashing before eating. She teaches them to use good manners as they play and through daily routines. Children readily make choices, such as what fruit to eat, and use open-top cups to drink from. They are independent from a young age.

- The childminder ensures that all children have their say and are included in making decisions. Children laugh as they move like crabs from a popular book that they choose to look at, and take delight in singing and dancing to their favourite songs. They confidently find resources, such as rings to use as steering wheels, as they sing. Children show that they enjoy their time with the childminder.
- Children enjoy looking at X-rays. The childminder helps children to recognise and discuss what they are seeing. Generally, the childminder supports children's speech very well, for example by introducing them to new words. Occasionally, however, she does not ensure they hear the correct words or the sounds that they say. This does not fully support their developing speech and early literacy skills to the highest levels.
- The childminder is proactive in keeping her skills and knowledge up to date. She seeks out training courses, for instance, that will benefit the children she cares for. This helps her to feel secure and confident in her role to support children's learning and development.
- Parents comment very favourably about the childminder. They say they are 'consistently impressed' with the care she provides for their children. They report how much they value the childminder's professional opinion, help and support. Parents comment that their children are 'flourishing in her care'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and promote their well-being. She keeps her knowledge current through attending regular training. The childminder knows what the signs and indicators of possible abuse are. The childminder understands the actions she needs to take if she has any concerns about children's welfare. The childminder knows the process to follow if there are any allegations made against her or household members. She ensures her house is clean and tidy 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 communication and developing speech even more closely, such as by consistently modelling the correct pronunciation of words and sounds that children say.

Setting details

| | |
|--|---|
| Unique reference number | EY465548 |
| Local authority | Hampshire |
| Inspection number | 10280823 |
| 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 4 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Date of previous inspection | 23 August 2017 |

Information about this early years setting

The childminder registered in 2013. She lives in the Fair Oak, Hampshire. The childminder provides care for children on weekdays throughout the year, from 7am to 6pm. She holds a level 3 qualification in childcare. The childminder receives funding to provide free early education for children aged two three and fours years.

Information about this inspection

Inspector
Emma Dean

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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting with the inspector.

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