

Childminder report

Inspection date: 3 May 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 thoroughly enjoy their time in the welcoming and stimulating learning environment. The childminder plans an exciting range of activities, indoors and outdoors, which spark children's interest. During children's self-chosen play, they remain focused for extended periods as they make sense of what is happening. For instance, younger children watch in amazement as they pour water on a waterwheel and observe the speed of the wheel as it spins.

Children are provided with many opportunities to explore the natural world. For example, they plant seeds and learn that seeds need soil and water to grow. Children participate in a sunflower competition with plants they have grown previously. The childminder introduces mathematical language when children compare the sunflowers' height and growth, such as 'tallest' and 'shortest'. Children go on several trips to local places of interest and enjoy experiences, such as the sensation on their feet when wading in a stream. This helps children gain an understanding of the world around them.

Children are aware of the childminder's high expectations of behaviour. They are polite, compassionate and supportive of each other, such as working together to help find a lost item. Children learn to adopt healthy lifestyles. They confidently follow hygiene routines, such as washing hands properly after using the toilet. Children are praised for their efforts and achievements, which helps to support their confidence and self-esteem.

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

- The childminder is experienced and knowledgeable. She regularly reflects on her provision and undertakes training to enhance her professional development. For example, the childminder has successfully used some of the strategies she has learned on a recent course to further support children's early language and communication skills.
- Children's physical skills are well developed when they happily play in the fresh air. They delight in activities of their choice in the childminder's garden, such as climbing large equipment and zooming down the slide in a variety of ways that are safe. Older children master techniques that make the swings go forwards and backwards effectively. Children understand their own capabilities when they learn to take risks, ensuring their safety at all times. They practise strengthening their hand muscles in preparation for early writing skills, such as using clothes pegs to pick up different items.
- The childminder supports children's speech and language development effectively. Children are listened to and given time to respond as they talk with the childminder. She models words clearly and consistently, which helps children

to remember new words. Children love sharing books with the childminder. She captures their interest as she reads with expression and intonation, particularly when using different voices suitable for the story characters. Children talk with interest about pictures in books and notice more unusual items, such as toothbrushes in the three little pigs' lunch boxes.

- The childminder understands the importance of raising children's awareness of the diversity of cultures represented in the world. She gathers detailed information about festivals children may celebrate with their families and their home languages. The childminder values each child's uniqueness, such as when she shares words and songs in their home languages. Additionally, the childminder shows children different traditional costumes and foods from other cultures. In this way, children can compare their own cultural experiences with those of others.
- The childminder gets to know children and their families when they start. She finds out about children's routines, interests and development at home. The childminder uses these details, along with her own assessments, to identify children's next steps in learning. However, sometimes, the planned activities are not sufficiently focused to fully support individual children's learning and development in order for them to progress to the very highest level.
- Occasionally, the childminder does not extend older children's learning and resilience during activities. For instance, at times, when older children face problems or minor disagreements, she is inclined to solve it for them. This approach does not allow children to learn by trial and error and to overcome problems for themselves.
- The childminder forges trusted bonds with parents, who speak positively about the care and experiences their children receive. Parents comment on the good daily communication at handovers and the detailed reports outlining children's ongoing progress. They are grateful for the childminder's suggestions and advice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep children safe from harm. She has a comprehensive knowledge of her local area and contextual safeguarding issues that may impact the children in her care. She knows the potential signs and symptoms of abuse and neglect, including exposure to extremist views and behaviours. The childminder has a clear understanding of how to report any possible concerns related to a child's welfare. She routinely carries out risk assessments of her home and on outings. She teaches children to keep themselves safe when using larger equipment.

What does the setting need to do to improve?

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

- strengthen planning of adult-led activities to fully consider a clear intent that matches children's individual stages of development
- identify further opportunities to teach children the skills they need to solve problems themselves.

Setting details

Unique reference number	EY390594
Local authority	Hampshire
Inspection number	10263731
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 9
Total number of places	4
Number of children on roll	8
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 2007. She lives in Basingstoke, Hampshire. The childminder operates Monday to Friday, 7.30am to 6pm, all year round. She holds a relevant childcare qualification at level 3. The childminder accepts free early years funding for the provision of education to children aged two, three and four years old.

Information about this inspection

Inspector
Sonia Panchal

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 childminder.
- The childminder discussed her curriculum intentions to the inspector during the learning walk.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- The childminder and inspector carried out a joint observation together.
- Children spoke to the inspector during the inspection.
- Parents shared their written views of the childminder with the inspector.
- The childminder provided the inspector with relevant documentation, including evidence of first-aid training and the suitability of the childminder for working with children.

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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