

Childminder report

Inspection date: 16 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children benefit from individual attention from the childminder. They are very happy and relaxed and make independent choices in their play. The childminder ensures that children's individual care needs and routines are well supported during the day. Children build strong bonds with the childminder and snuggle up for a cuddle before they fall asleep. This helps to make them feel secure and content.

Children show a positive attitude to learning. The childminder reads with great enthusiasm and expression. This helps to capture children's interest in stories and to find out new things. The childminder interacts attentively with children, encouraging them to develop their early literacy skills. For example, she encourages children to find rhyming words in the story. They confidently identify that 'frog' and 'log' sound the same.

Children successfully develop the skills they need for their next stage in learning. They show a good understanding of the importance of following robust hygiene practices and complete tasks independently. For example, they wash their hands after using the potty and before meals. Children have a very good understanding of how to keep themselves safe. For instance, they know that they must wear a helmet when riding a bike so that their heads are protected if they fall.

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

- The childminder is effective in supporting children's communication and language skills. For example, during activities, she teaches them new words to extend their vocabulary. Children confidently use words such as 'wet' and 'slimy' to describe how a frog might feel. They talk with enthusiasm about things that interest them. For instance, children talk about seeing tractors on the way to the childminder's home. They tell visitors that farmers drive tractors and people wearing safety helmets drive 'monster' trucks.
- The childminder has high expectations for children's behaviour and conduct. She acts as a positive role model and ensures that clear rules and boundaries are in place. These include respecting others, treating everyone equally and listening to others' views. Children behave well. They have a secure understanding of what is expected of them and grow in confidence.
- The childminder demonstrates a good understanding of how children learn and develop. She can confidently talk about what the children in her care can do and their likes and dislikes. However, during some activities, the childminder does not help them effectively to gain a deeper understanding of numbers and other mathematical concepts. For instance, when children confidently count the number of cars they have, she does not encourage them to think about how many they will have if they add one more.

- The childminder communicates well with children. Throughout activities, she provides a dialogue and encourages them to become involved in conversations about what they see. For instance, as children explore a variety of 'insects', the childminder asks them to talk about these. Children comment on the similarities and differences, such as one of the ladybugs having black spots and the other having white spots.
- The childminder is committed to her ongoing professional development. She has completed additional training, such as 'sign along', to help her to support children with speech and language delays. This helps all children, including those who need additional support, to make good progress from their starting points.
- The childminder encourages children to be active and make healthy food choices. Children benefit from healthy meals and regularly play outdoors. These experiences help to support their physical well-being.
- Partnerships with parents are strong. The childminder uses effective communication to ensure that they are kept up to date on their children's learning and development. Parents remark on how the childminder's dedication to the children is inspiring.
- The childminder works effectively in partnership with other settings that children attend. She shares important information about children's care and development. Children benefit from the consistency this offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep the children in her care safe. Regular training ensures that she is aware of the signs and symptoms that may indicate a child is at risk of abuse and/or neglect. The childminder is confident of the procedures she must follow, including identifying, recording and reporting concerns. She ensures that children are always supervised, especially when sleeping, eating and on outings away from her home.

What does the setting need to do to improve?

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

- strengthen interactions with children by extending children's knowledge and build on what they know and can do.

Setting details

Unique reference number	2626295
Local authority	Hampshire
Inspection number	10285871
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 10
Total number of places	5
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Odiham, Hampshire. The childminder provides care Monday to Friday, between 7.15am and 5.30pm, all year round. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Ingrid Howell

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 inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and considered with the childminder the impact this has on children's learning and personal development.
- The inspector completed a joint observation with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she assesses and plan for children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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