

Childminder report

Inspection date: 18 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 arrive happily and settle easily. They form very good relationships with the childminder. Children show they feel secure and at ease in the childminder's care. They confidently approach her to talk to her or to seek help and support. Children build good relationships with each other. They look forward to their friends arriving and are excited to see them. Children generally receive clear guidance about expected behaviours, including taking turns and sharing. They learn to keep themselves safe. Young toddlers learn how to negotiate steps safely and how to use the slide carefully, such as by sitting down at the top. Children's good health is promoted well. Children understand and easily follow the routines, such as handwashing before eating.

The childminder has a good knowledge of what she wants children to learn and how to support them to make progress. Children use well-considered resources. They benefit from effective activities, play and interactions, along with outings. Overall, these help to extend children's knowledge and skills very well. Children hear a good range of language, which helps to extend their vocabulary. They gain understanding of using numbers and recognise colours easily. Children develop their independence securely and learn to persevere at tasks, such as putting on their own shoes. They receive plenty of praise and encouragement, which helps to motivate them to keep on trying.

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

- Children make good progress across all areas of learning. Some children make even better progress in some areas of learning. They benefit from a broad range of learning experiences that capture their interest and engage them effectively. The activities are well thought out to build on what children already know and can do. This helps children to become ready for the next stage in their learning.
- The childminder provides consistently good teaching that supports children's learning and progress. She knows the children well, which helps her to meet their needs successfully. On occasion, she is quick to offer ideas and suggestions. This sometimes means that children do not have sufficient time to think critically or explore their own ideas.
- The childminder recognises and supports children's individual needs sensitively. She promotes positive behaviour, such as using good manners. She helps children to explore their feelings, which supports them to learn how to manage their emotions. The childminder develops children's awareness of the behaviour expectations consistently. However, sometimes, does not extend children's understanding about the reasons for needing to behave in an acceptable way. This does not always help children to deepen their knowledge of how their behaviour may have an impact on themselves or others.

- The childminder recognises the impact of the COVID-19 pandemic on some children's communication and language skills. She speaks to children clearly and repeats words to help them hear how to pronounce words correctly. The childminder names and explains things to children. She uses spontaneous moments effectively to promote their language through discussions. For example, children played imaginatively with a toy drill, pretending it was an ear thermometer. In response, the childminder talked to them about how drills are used and also about visits to the doctor. This promotes children's language, listening and understanding skills well.
- Children develop very good physical skills. They benefit from being physically active indoors and outdoors. This helps to develop children's stamina and coordination. Children enjoyed rolling, blowing and batting balls through matching coloured tunnels. This promoted their hand-to-eye coordination and colour recognition. The childminder introduced mathematical language, such as 'through', 'over' and 'under'. She built further on this learning by providing a large crawl-through tunnel and balls outside. This helped children to practise their skills and recall the mathematical language they had learned.
- Parents are highly complimentary about the childminder's care of their children and the learning experiences provided. The childminder forms strong partnerships with parents, with ongoing two-way communication. This helps to support and meet children's individual needs consistently. The childminder recognises the importance of working in partnership with other early years settings that the children attend. For example, she recognises that this promotes continuity for children's care and learning.
- The childminder reflects on the quality of her practice and provision well. She is able to evaluate accurately the impact of the learning experiences and activities she provides for children. The childminder undertakes regular professional development. She uses the knowledge and skills she gains effectively to improve her practice, such as ways to promote children's language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to act on any concerns about children's welfare securely. She knows how to recognise possible signs that may indicate a child is at risk of harm. This ensures children's welfare and well-being are prioritised. The childminder understands what to do should an allegation be raised, including making referrals to the local authority designated officer. She supervises children closely. For example, she is vigilant when young toddlers use larger play equipment, such as a slide. She teaches children how to keep themselves safe. This helps children learn how to recognise and manage risks confidently.

What does the setting need to do to improve?

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

- build further on children's awareness of the behaviour expectations to help them deepen their understanding of the possible consequences of their behaviour and actions
- support children to think more critically, such as encouraging them to use their own ideas and suggestions more during play and activities.

Setting details

Unique reference number	EY495761
Local authority	Hampshire
Inspection number	10286618
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 11
Total number of places	5
Number of children on roll	10
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2016. She lives in Basingstoke, Hampshire. She offers her service from Monday to Thursday, 7am to 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sheena Bankier

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Children talked to the inspector about their interests and activities.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Some parents discussed their views on the childminder with the inspector, while others provided written feedback about the childminder.
- The inspector reviewed a sample of documentation, such as evidence of the childminder's paediatric first-aid certificate.
- The ongoing suitability of the childminder and her adult household members was reviewed during the inspection.

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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