

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 are happy, confident and show high levels of emotional well-being. They demonstrate that they feel safe and secure in the inclusive, warm and welcoming environment. Children happily explore their surroundings and can maintain focus on activities for a period of time, such as when using dough. Children show satisfaction in meeting their own goals, for example when they roll dough into a ball and then use the palms of their hands to create a 'sausage' shape.

Children show a good understanding of the importance of leading a healthy lifestyle. For instance, they recognise the importance of following robust hygiene practices and making healthy food choices. This is demonstrated as children hold interesting conversations with the childminder and tell her that eating plenty of fruit will make them grow big and strong.

Children have a positive attitude to learning. They are curious to find out new things and they successfully develop the skills they need for the future. They display good speaking and listening skills and engage effectively in conversations with the childminder, who listens with interest and values what they have to say. Children talk confidently about their previous experiences, such as when they went on a boat trip. They eagerly tell the childminder what happened, and they remember notable experiences, such as when their ice-cream melted.

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

- The childminder has created an exciting curriculum that helps children develop the skills they need for future learning and starting school. Regular observations and assessments help the childminder to recognise quickly when some children need targeted support. Parents comment that they value the childminder's proactive approach and appreciate the early interventions. As a result, all children make good progress from their starting points.
- The childminder questions children effectively to find out what they know and identify any misunderstandings. She uses this information to provide explanations. For instance, when children become confused about the difference between a polar bear and a panda bear, she talks about the similarities and differences between them.
- Overall, the childminder plans interesting activities to help children to extend their existing knowledge. For instance, children listen to stories to help them develop an understanding of the life cycle of a butterfly. However, when planning some activities, the childminder does not always consider exactly what children need to learn next. As a result, some adult-led activities become overcomplicated and the childminder loses sight of what she wants individual children to learn.

- Children behave very well. The childminder acts as a good role model. For example, she thanks children when they complete tasks. Children understand the rules and boundaries of the setting, such as being kind to others and treating others with respect.
- Partnerships with parents are good. The childminder works effectively with parents and regularly shares information with them about their children's learning. Initial settling sessions enable the childminder to build early attachments with the children and their families. Parents report that the childminder has a good understanding of their children's needs. They appreciate how she keeps them updated on their children's learning and development. Parents comment that their children often sing songs that they have learned while in the childminder's care.
- The childminder provides plenty of opportunities for children to be physically active through visits to parks and playgrounds. She uses these activities outside to support children's learning. Children successfully identify different features within their environment and notice different types of weather.
- Overall, the childminder encourages children to develop age-appropriate independence skills. For instance, they dress and undress themselves for outdoor play and peel fruits for snack. However, during play, the childminder does not always adapt the activities in response to children's spontaneous interests and allow them to choose how to do things independently. As a result, children sometimes lose interest.
- The childminder regularly evaluates the quality of her provision. She understands the importance of professional development and completes online training. This helps her to stay up to date with current developments in care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep her knowledge of safeguarding children up to date. She has a good understanding of the signs that might indicate a child is at risk of abuse and/or neglect. Her safeguarding policy is clear and concise and includes the details of the relevant agencies to contact if she has a concern, including if an allegation is made against her. The childminder knows the importance of checking her home for any risks and carefully supervising children, especially when they are eating.

What does the setting need to do to improve?

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

- improve planning to make sure there are clear learning intentions for every child in each adult-led activity

- develop teaching so that children's spontaneous ideas and interests are used better to enrich their learning experiences.

Setting details

Unique reference number	EY378249
Local authority	Hampshire
Inspection number	10280150
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	4
Date of previous inspection	21 September 2017

Information about this early years setting

The childminder registered in 2008 and lives in Fleet, Hampshire. She offers care from Wednesday to Friday, 7.30am to 5pm, throughout the year. The childminder holds a recognised early years qualification at level 3. She receives funding to provide free early years 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 childminder.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact that this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through written feedback.

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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