

Childminder report

Inspection date: 9 June 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 and settled in the childminder's home. They demonstrate that they feel safe and secure in her care. They excitedly greet visitors and confidently introduce the inspector to the resident budgie. Children enjoy playing with the childminder, who is responsive and considerate of their individual needs. They confidently explore their surroundings and independently choose what they would like to do. For example, they ask if they can practise their cutting, choosing which scissors and paper they would like to work with.

Children are enthusiastic learners. They access a range of activities, indoors and outdoors, to enhance their learning and enjoyment. They especially enjoy the opportunities to learn about nature and the world around them. For example, they visit the local allotment where they help grow a varied range of vegetables. Children show a good interest in the ladybirds they have hatched, explaining the life cycle to the inspector and remembering words such as 'larvae' and 'cocoon'.

The childminder has high expectations of children's behaviour. She is a positive role model. Children behave well, show good manners and are caring towards others. The childminder praises children for their efforts and their achievements. This helps children build self-esteem.

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

- The childminder creates an ambitious curriculum for the children she cares for. She observes and assesses children and uses their interests to plan. Overall, her interactions with children are effective in supporting their learning. However, on occasion, during some planned activities, she rushes her teaching. This means she does not focus as precisely as possible on what she specifically wants children to learn, to deepen their knowledge to a higher level.
- Children experience a variety of opportunities to strengthen their small muscles through activities such as messy play, building with bricks and cutting their fruit for snack. This prepares them well for the next stages of their learning and development, including early literacy and mark making.
- The childminder is highly organised. She runs her setting very efficiently and keeps up to date with changes to early years practice. The childminder reflects on her own practice to decide where she can make changes to benefit children and families. She works well in partnership with children's parents and the local school, to support older children to continue their learning. The childminder organises weekly stay-and-play sessions with other childminders to help young children learn to socialise with others. This supports their personal and emotional development.
- Children have many opportunities to play outside in the fresh air. They enjoy a

range of sensory resources that allow them to dig, scoop and pour different materials. However, the childminder does not consistently explore ways to help children develop their large-muscle skills further through challenging and risky play, indoors and outdoors.

- The childminder has high expectations for children's behaviour. She has clear rules and boundaries in place. The childminder gives explanations so that children understand why these are important. Children listen to her and follow instructions. For instance, they are able to explain to the childminder why they do not play with doors in case they trap their fingers.
- The childminder models language and communication well. She uses descriptive words that link in with the activities the children are engaged in. This helps to broaden their vocabulary and understanding. For example, children learn words such as 'hibernation' and 'nocturnal' when talking about the hedgehogs that used to visit the childminder's garden.
- Parents find the childminder approachable and easy to talk to. They comment on the strong bond that their children have with her. Parents highlight that the childminder offers their children a wide range of opportunities, including forest school activities and visits to the local church group.
- The childminder provides opportunities to help children develop their independence. She encourages them to wash their hands before meals and make sensible decisions about the need for sun hats. Children are taught about the importance of being healthy and enjoy choosing salad leaves they have grown to have with their lunch.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She is fully aware of her responsibility to protect the welfare of children. The childminder has a secure knowledge of the signs and symptoms of abuse and knows how to report concerns in a timely manner. She knows the procedures to follow if an allegation is made against her or a member of her household. She shares information with parents about how to keep their children safe, including online safety. This contributes to the protection of children's welfare. The childminder supervises children well and provides a safe and secure environment for them to play in.

What does the setting need to do to improve?

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

- refine teaching during planned activities to focus more precisely on the specific intentions for children's learning
- help children further develop their large-muscle skills through challenging and risky play, indoors and outdoors.

Setting details

Unique reference number	112857
Local authority	Hampshire
Inspection number	10285939
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	3 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 October 2017

Information about this early years setting

The childminder registered in 1996. She lives in Greatham, near Petersfield, in Hampshire. She provides care all day, Tuesday to Friday, throughout the year. The childminder has a level 3 childcare qualification.

Information about this inspection

Inspector

Nina Lambkin

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- A leadership and management discussion was held with the childminder. The inspector looked at her paediatric first-aid certificate and checked documentation relating to the suitability of people living on the premises.
- The inspector spoke with the childminder and discussed her safeguarding knowledge.
- Children spoke to the inspector about what they enjoy doing in the setting.

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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