

Childminder report

Inspection date: 15 June 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 have an exceptionally close bond with the childminder. The children laugh and giggle with her, demonstrating that they feel safe and happy in her home. Children receive reassurance and comfort when they need it.

The children have many opportunities to be independent and, as a result, they show high levels of determination. Children put their shoes on, and they go to the toilet independently, washing their hands after. The children benefit from the childminder's calm and nurturing approach. For example, children are encouraged to have a go first. When they encounter challenges, the childminder patiently guides and models what to do.

Children demonstrate good manners as they sit at the table together during mealtimes. The childminder knows the children well and plans opportunities for children to taste new foods. They have meaningful conversations with the childminder about the food they eat and where it comes from. For example, the children talk about going to the farm to pick strawberries, reflecting on previous outings. The children have many opportunities to learn about the environment and the world around them.

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

- The childminder demonstrates a good understanding of child development. She plans her curriculum effectively and ensures it builds on what children know and can do. The childminder knows the children well, and she targets the learning opportunities to what children need to learn next. As a result, children make good progress from their starting points. For example, parents feedback that their children grow in confidence at the setting.
- Children have many opportunities to develop their early mathematical skills. The childminder has introduced number sequencing to the activities for younger children. She counts aloud with the children as they build and construct brick towers together. The children talk about how tall or short their towers are. They then count the difference between the towers. The childminder adapts the activities to allow varied levels of challenge.
- The childminder provides children with a range of experiences to enhance their understanding of the wider community. For example, most days, children go on outings with the childminder. They visit the park and toddler groups. This develops children's social skills as they interact with a wider range of children beyond the childminder's home.
- Children benefit from a language-rich environment. The childminder places a strong emphasis on children's social skills and their communication and language development. The childminder models language effectively to younger children.

She repeats back words and introduces new vocabulary during play. For example, the children talk about symmetry during a butterfly art activity.

- Children develop good independence skills. They have opportunities to do things for themselves. The childminder is an excellent role model for the children. She supports children's emotional well-being and offers praise and encouragement during activities. For example, when they put their shoes on the wrong feet, she praises their efforts and supports them to try again. As a result, children have high levels of determination to complete a task.
- The children are very well behaved. They listen and respond to the childminder's clear instructions. The childminder prompts them to wash their hands before baking and after they have been to the toilet. However, sometimes, transition between activities is not planned effectively. For example, the childminder gets the children ready to go outdoors and then remembers that she needs to change their nappies. These minor disruptions cause the children to get frustrated.
- The childminder works effectively with parents. They have regular conversations about the children's learning and development and experiences at home. The childminder uses this information to enhance the learning and teaching she offers the children. Parents comment on how much they appreciate the care and attention she provides for their children.
- The childminder keeps her knowledge up to date by attending mandatory training and networking with local childminders. She identifies areas where she would like to enhance her practice further. For example, the childminder is attending training around emotions and feelings to further her knowledge of how to support children's behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise the signs that may indicate a child is at risk of harm. She knows who to contact and what to do should an allegation be made against her or a member of her household. She attends regular training to keep her knowledge of safeguarding up to date. The childminder carries out effective risk assessments to ensure the safety of children both at her home and on outings. She teaches children about personal safety during their everyday activities and routines.

What does the setting need to do to improve?

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

- review and improve the organisation between periods of transition between activities to make these more effective.

Setting details

Unique reference number	2625197
Local authority	Hampshire
Inspection number	10280935
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	2 to 10
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and is based in the Ringwood area of Hampshire. She holds a relevant childcare qualification. The childminder is open from 7.30am until 6.15pm, all year round. She receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Michelle Fountain

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 provision.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector read correspondence and took account of the views shared by parents.
- A range of documentation was reviewed, including qualification certificates.
- The childminder discussed her curriculum and took the inspector on a learning walk of her home.

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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