

Childminder report

Inspection date: 20 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

The childminder supports the children to settle well in their homely environment. She has a strong focus on children's happiness and safety. Children confidently ask for what they want and need without hesitation. The childminder is gentle and kind, and she supports children's care and emotional needs very well. For instance, the childminder comforts children, giving them cuddles and reassurance when they are feeling unsure.

The childminder encourages children to develop a love for books. They snuggle up with her and show good levels of concentration as they listen and take part in familiar stories. For example, the childminder reads a story, and children show delight when she helps them use props to match emotions in the book.

The children enjoy interacting with the childminder and playing with their friends. For instance, the childminder shows the children how to use their shadow to make shapes with their hands on the wall. Children excitedly play in the garden. For example, they smile with joy as they take turns to climb up and down the steps to the playhouse and slide down the slide. This supports their large-muscle development.

Children enthusiastically engage in activities. For instance, the childminder supports the children to use tweezers to sort and count small coloured items, putting them into matching coloured bowls. This helps children to develop their small-muscle skills to prepare them for early writing at school.

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

- Children enjoy the range of activities that is provided. However, sometimes, the childminder does not focus activity planning precisely on what children need to learn. For example, some activities do not build on what children already know and can do. At other times, there is no clear learning aim for the activity. For instance, this is particularly the case when children are watching television. This does not maximise children's learning.
- Children make good progress in their communication and language skills. The childminder has back and forth conversations with children and introduces new vocabulary. For example, when the children play with the cars, they talk about what type of vehicle they have and the colour, and the childminder explains how one is camouflage. She asks meaningful questions and gives children time to respond. Children sing and engage in stories throughout the day. This helps to extend their early literacy skills.
- Children are provided with lots of opportunities for fresh air outdoors. The childminder takes them on outings to places of interest such as the beach, the

farm and the zoo. This gives the children the opportunity to explore the outdoors and learn about the wider world.

- The childminder is a good role model, and children learn how to share and take turns with each other. However, on occasion, the childminder is inconsistent in how she encourages children to behave well. For example, at times, she does not help children to understand why certain behaviours are inappropriate and the impact their behaviour has on others. This does not fully support children to learn how to manage their own behaviour.
- The childminder encourages children to become independent. For example, children find their own shoes before going out in the garden, and they are encouraged to try and put them on themselves. This supports children's learning and development.
- Prior to children starting, the childminder gains valuable information about the children, such as routines and any medical and dietary requirements. The childminder has established positive partnerships with parents. They share key information with the parents about the children's time with the childminder on a regular basis. Parents speak highly of the childminder. They comment that their children enjoy attending the home-from-home setting.
- The childminder reflects on her own practice. She makes good use of training to inform her own and her assistant's knowledge, and she ensures her practice is up to date. The childminder reviews the provision she offers and identifies further training for herself and her assistant to benefit the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding and child protection knowledge. she confidently understands her responsibilities to help keep children safe. The childminder and her assistant undertake mandatory training to help keep their safeguarding knowledge up to date. They are aware of what to do should they need to make a referral about a child or an adult. There are effective risk assessments in place within the childminder's home and for places they visit, such as the country park. The childminder helps children learn how to keep themselves safe. For example, children are encouraged and supported to put on a helmet before riding the scooter.

What does the setting need to do to improve?

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

- strengthen planning to focus more closely on the skills and knowledge children need to learn next so that activities have a clear aim and build on existing learning
- develop a more consistent approach to helping children understand the

expectations for their behaviour and the impact of what they do on others, so they can begin to manage their own behaviour.

Setting details

Unique reference number	2636560
Local authority	Hampshire
Inspection number	10289448
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2021 and lives in Botley, Hampshire. She operates from 7.30am to 6.30pm, Monday to Friday. The childminder has an assistant who works with her occasionally. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Nicole Atkinson

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 provider.
- The childminder showed the inspector the premises, and they discussed how the childminder ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on emotions.
- The children spoke to the inspector during the inspection.
- The inspector spoke with the childminder's assistant.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023