

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

Children are happy and settled in the childminder's welcoming home. They benefit from the childminder's and her assistant's good knowledge of what they want children to learn. Children confidently access resources and decide what to play with. They play happily together, as well as independently. Children show kindness towards one another, for example when they give out resources so everyone can join in. They mimic the childminder and her assistant as they praise each other's efforts. Children feel safe and secure in the childminder's and her assistant's care.

Children's communication and language skills are developing well. The childminder and her assistant join in with children's own made-up games and reinforce their prior and new learning. For example, children follow the adult's instructions that encourage their understanding of positional language. They successfully place a selection of cups 'on top of', 'inside' and 'next to' each other. Children demonstrate impressive memory skills as they recall the main events from their favourite stories. They enthusiastically join in with songs familiar to them and show a good retention of words, actions and tunes. This helps to increase children's vocabulary.

The childminder and her assistant remind children of their high expectations for behaviour. This helps to reinforce the rules and boundaries, such as sharing bricks when building a tower. This aids children's understanding of being fair and considerate towards others.

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

- The childminder and her assistant work together to design an ambitious curriculum that suits children's individual capabilities and interests. For instance, children love being active in the fresh air and get ample opportunities to learn about the world around them. The childminder organises regular walks in the local area to find interesting landmarks, such as a telephone box. In this way, children learn how the use of the telephone has evolved over time. Children politely meet and greet people, such as a 'lollipop person' when they cross roads safely. They visit local parks and develop good physical skills when they use the swings and go up and down the slide.
- The childminder helps children to adopt healthy lifestyles. She provides them with healthy snacks and encourages them to try new foods. This is in partnership with the parents, who introduce a variety of similar foods at home. The childminder and her assistant extend children's understanding of nutritious foods and drinks through engaging them in conversations. For instance, children role play making pretend drinks and recall their visit to the dentist when they learn that milk is good for their teeth.
- Children are encouraged to manage their own self-care needs. They follow

established routines to support their independence. For example, young children persevere and successfully take off their own shoes as they enter the childminder's home. Children are praised for their efforts and receive a 'wow' award, stating their latest achievement, to celebrate with their friends and family.

- The childminder recognises the importance of teaching children about the diverse world. Children are encouraged to understand and celebrate differences in their own and their friend's way of life. The childminder and her assistant know children and their families well. They talk regularly about their extended families, including grandparents. This helps children feel unique and valued.
- Children demonstrate an eagerness to learn and explore in activities that capture their interest. However, the childminder is not always able to adapt her approach in focused activities to ensure children's full engagement. This means that not all children achieve the best possible outcomes.
- The childminder and her assistant complete all mandatory training, such as safeguarding and paediatric first aid. They share ideas with other local childminders to help broaden their knowledge. However, the childminder has not fully explored other professional development opportunities to raise the quality of teaching for herself and her assistant.
- The childminder and her assistant forge trusted bonds with parents. They keep parents fully informed about their children's progress and care through regular discussions. This enables parents to extend children's learning at home, such as supporting their healthy food choices. Parents are very happy with the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection issues and understands her responsibilities to protect children from harm. She is alert to potential signs that may indicate a child is at risk of harm, such as exposure to extremist views and behaviours. The childminder and her assistant know the local procedures to follow to report a concern about a child's welfare. The childminder maintains a safe home environment through regular risk assessments. The childminder and her assistant help children to identify and manage risks. For example, they teach them how to cross the road safely on outings.

What does the setting need to do to improve?

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

- develop the planning of adult-led activities further to support all children to be fully engaged in their learning, to help them achieve the best possible outcomes
- build on professional development opportunities to include a greater focus on

the different ways that children learn.

Setting details

Unique reference number	2611564
Local authority	Hampshire
Inspection number	10264722
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	0 to 3
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Basingstoke, Hampshire. The childminder operates Monday to Friday, from 7.30am to 5pm, all year round. She employs an assistant who holds a level 2 childcare qualification. The childminder holds a relevant childcare qualification at level 3. She accepts funding for free early years provision for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 childminder.
- The childminder spoke with the inspector about how her provision is organised and what experiences she offers for the children in her care.
- The childminder and the inspector carried out a joint evaluation of an activity.
- Children interacted with the inspector during the inspection.
- The inspector looked at written feedback from parents to take account of their views about the education and care the childminder provides.
- The childminder made available relevant documentation, including evidence of the suitability of adults working with children.

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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