

Childminder report

Inspection date: 22 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, safe and secure at the childminder's home. The warm and welcoming childminder greets children, and they form close bonds with her. The childminder has identified ensuring that children settle and interact with others as an area of development from the impact of the COVID-19 pandemic. She has implemented strategies to support this. For example, children have access to a flexible settling-in process that makes allowances for those children who take longer to settle. This helps support children's personal, social and emotional development.

Children behave well and respond to instruction from the childminder. She reminds children of the high expectations for good behaviour, such as to share and take turns. Children have access to a garden where they can develop their physical skills. They learn how to care for themselves and stay safe, such as drinking water, wearing sun cream and sun hats in the warm weather. Children are independent learners, in preparation for starting school. For example, they try putting on their own socks and shoes before heading outside. All children make good progress, including children with special educational needs and/or disabilities.

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

- Children benefit from a setting in which the childminder plans around children's interests and next steps. For example, there are resources available to support number recognition and counting, which the childminder has identified as areas of focus for the children. Children have a good attitude to learning and fully engage in activities. They display good behaviour and show respect for the childminder and their peers. Overall, children successfully use their communication and language skills. For example, the childminder asks them questions about the activities available to them. However, on occasion, the childminder is not always quick to implement strategies to support children whose communication and language needs support.
- The childminder encourages children to eat healthily. She provides food at breakfast and dinner time and offers children healthy choices. The childminder ensures that she extends knowledge about healthy eating to the parents, so they can provide suitable packed lunches. For example, she offers advice to parents on how to stay healthy in the starter pack that she provides them with when children join the setting. The childminder develops this learning by encouraging children to take care and feed the childminder's pet. For example, she asks children to give healthy vegetables to the rabbits in the garden.
- The childminder seeks feedback from parents to help evaluate the setting and make changes. For example, she identifies the need to take children on more trips outside of the setting to develop their social skills. The childminder

implements changes to allow for this, such as visiting toddler groups. She plans to extend this further and ensure that children benefit from weekly trips out. The childminder strives to improve her setting to ensure that children socialise with others and have the best learning experiences.

- The childminder ensures that she keeps her knowledge of early years up to date. For example, she has completed online courses on how to develop children's learning and understanding allergies. The childminder extends her learning further through her subscriptions to a website that gives access to webinars on early years topics. This helps her ensure that she develops her knowledge and allows her to deliver the best outcomes for children.
- Parents are complimentary about the childminder. They say that the childminder is very professional and children are always happy to attend the setting. Parents explain how the childminder goes out of her way to understand children's health needs. They say she successfully puts processes in place to fully support these needs. Parents state how they receive regular feedback and photos about how their child is progressing and any next steps they can work in partnership to achieve. They say the childminder offers a warm and cosy home and feel very lucky to have found her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and her role in child protection. She clearly identifies signs of abuse, including neglect and female genital mutilation. The childminder is aware of the process to report a concern about a child or an adult. She has access to safeguarding policies and procedures to refer to when needed. For example, she has a noticeboard with comprehensive guidance on how to safeguard children. The childminder ensures that she keeps her knowledge up to date by attending further training, such as about breast ironing. She strives to ensure that the environment is safe and secure for children.

What does the setting need to do to improve?

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

- review strategies to identify delays in communication to enable children to make the best learning outcomes.

Setting details

Unique reference number	2637966
Local authority	Hampshire
Inspection number	10295710
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Hook, Hampshire. She operates all year round, from 8am to 6pm, Monday to Tuesday, and from 7.45am to 5.30pm on Thursdays, and from 9.30am to 2.30pm on Fridays. The childminder has a recognised early years qualification.

Information about this inspection

Inspector

Lynne Murray

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder 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.

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