

Childminder report

Inspection date: 27 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder has a good knowledge and understanding of how to support children's learning and development. She provides an ambitious curriculum that includes a wide variety of activities and outings which she uses to help children to make good progress. Children are very motivated to learn. They listen attentively to the childminder when she explains and shows them how to do things, and are inspired to try things for themselves. For instance, children learn how to plant flowers in containers that they have grown from seed. They develop control of their movements as they fill the pots with compost and use a hose to water them.

The childminder gives top priority to developing children's communication and language. She encourages children to remember and talk about past activities to develop their vocabulary further. For instance, they confidently talk about a recent visit to a local castle. Children discuss how they need to be quiet inside churches in case someone is saying a prayer.

The childminder forms positive relationships with children who are happy, settled and behave well. The childminder focuses strongly on helping children develop good manners. She treats children respectfully, which they copy. The childminder says she is confident to take the children anywhere, because she knows they will behave well.

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

- The childminder consistently responds to the choices that children make during their play to extend their learning and give them the skills they need for the future. For example, children laugh with enjoyment, as they learn to listen and follow recorded instructions to find and stand on different-coloured shapes on the floor.
- The childminder plans a wide range of activities, including outings, to help children learn about the world. For instance, they enjoy strawberry picking, visiting a local pet shop and outings to the beach to collect shells. Children learn to appreciate nature and the ways to look after the world they live in. For example, they discuss how they recently helped an injured swan during an outing to a lake.
- The childminder consistently joins in children's play. She explains how to do things and asks questions to extend their development. Children listen attentively to the childminder and are consistently inspired to try things for themselves. For instance, when using scissors, they are encouraged to talk about scissor safety and ensure they are holding them correctly for effective use. Children confidently develop their cutting skills as they make a play cooker using a cardboard box.

- The childminder successfully develops children's creativity. For example, she takes children to a theatre where they take part in singing and dance activities. Children initially perform to the teddy bears they take with them, and then to their parents. The childminder provides opportunities for children to act out their favourite stories in woodland areas, such as 'We're Going on a Bear Hunt'.
- The childminder supports children's determination to be independent and provides guidance that helps them to achieve this. For instance, children put on gardening gloves before potting seeds and plants. They learn to dress themselves, including doing up fastenings on their clothes. The childminder encourages children to behave well and to be helpful. Children understand what is expected, and independently tidy up play equipment before choosing another activity.
- The childminder continually strives to improve her professional development. She has recently completed training that has helped her to review and re-affirm her good practice. She skilfully builds on children's strengths to develop their confidence to attempt more challenging activities, to help them reach their full potential.
- The childminder works well in partnership with parents to meet children's individual needs and to support the families of children she cares for. She regularly shares information about activities and children's individual progress. However, she does not consistently provide parents with information about how they can continue children's learning at home to further support continuity in their development.
- The childminder seeks and values children's views about her setting. She asks parents to talk with their children and encourages them to draw pictures of new activities, resources or changes they would like in her setting. The childminder uses this information to continually improve the quality of children's play and learning. For instance, she has purchased additional resources that inspire children to work together cooperatively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands child protection procedures and what to do if she is concerned about a child's well-being and safety. She is aware of the signs that children may be at risk of harm, and when to make referrals to other agencies to keep children safe. The childminder supervises children well at all times in her home and on outings. She has a good understanding of risk assessment and teaches children how to keep themselves safe. She points out any hazards and explains the importance of listening to safety advice, for instance when they travel on ferries and other transport during outings.

What does the setting need to do to improve?

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

- strengthen information shared with parents to help them continue children's learning at home, to support continuity in their development further.

Setting details

Unique reference number	113255
Local authority	Hampshire
Inspection number	10288980
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 November 2017

Information about this early years setting

The childminder registered in 2000. She lives in Fareham, Hampshire. She provides care for children Monday to Thursday, from 7.15am to 5pm and on Fridays from 7.15am to 4pm. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Cathy Greenwood

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 provider and has taken that into account of their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and inspector completed a joint observation together in the childminders garden.
- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and 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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