

Childminder report

Inspection date: 30 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home setting for the children. Toddlers sit on her lap and snuggle in when they need emotional reassurance. Children are confident, and they cuddle her spontaneously. This demonstrates they feel safe and secure in her presence. There is lots of laughter and conversation between the children and the childminder.

Children care for each other and show respect and kindness. They talk to their friend about how they feel and if they want to join in with their play. For instance, they take turns pushing the big car and help each other climb in and out. Children take pleasure in climbing outside on the large play equipment. This helps build and strengthen their physical skills.

Toddlers are fascinated with animals, and the childminder uses their interests to build on their language development. She hides animals in the sand tray and toddlers find them by using small tweezers and hand rakes. The childminder repeats words back to children such as 'woof' and 'dog'. This helps to extend their language development.

Children write their names on the whiteboard. They remember the older children's names, and the childminder writes them on the whiteboard. This supports children's sense of belonging and community.

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

- Children have a good attitude towards learning and are very curious. For example, children explore sensory tubes with enthusiasm. The childminder tells children how to use them. Children listen, turn the tubes upside down and watch spellbound as the glitter sinks.
- The childminder uses rigorous assessment procedures to ensure that children make progress. For instance, she monitors the progress children make and plans activities to support their development. For instance, the childminder repeats words and expands language, such as by saying, 'The tractor is blue.' As a result, children quickly learn new words based on their interests.
- When toddlers struggle to take turns, the childminder quickly intervenes and provides emotional support. She cuddles them and explains how the other child might be feeling. Children learn to manage their emotions and take turns with support.
- The childminder provides children with a healthy snack. She encourages children to look in the fridge and decide which fruits they want to try. They choose strawberries, raspberries and tomatoes. The childminder uses this opportunity to talk about sizes. She asks them if they want a big or a small raspberry. This

helps to promote their mathematical development.

- Overall, the childminder promotes children's hygiene routines well. She washes young children's hands before eating and wipes their noses for them. However, she does not allow children to complete tasks on their own. For example, she does not encourage young children to independently manage their own personal care.
- Parents praise the childminder and speak of the trusting relationship they have formed. They receive feedback at the end of the day, and they are encouraged to try activities with their children at home. The childminder provides a book for parents to share with other settings their children attend. This supports clear communication between the provisions that children use. Parents value the childminder's experience and feel confident to discuss any concerns with her about their children.
- The childminder provides a variety of experiences that help children learn about the wider world. For example, she supports the children's fascination with animals through trips to the local farm and country parks. She attends the local toddler group with the children. This provides them with the opportunity to develop their social skills with other children and adults.
- The childminder has effective arrangements to promote children's understanding of what makes them unique. For example, children have access to a range of stories and resources that reflect their differences.
- The childminder keeps her skills and knowledge up to date by attending training and using the internet for resources, such as a 'Road to School Map'. She supports children to learn the skills that help them prepare for school, such as table manners in preparation for school lunch.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She has attended safeguarding training and knows the signs that may indicate a child is at risk of abuse and what action to take to protect them from harm. The childminder is confident in making referrals to local safeguarding partners. She knows the importance of keeping children safe in the home and outside. For example, she monitors sleeping children and applies sun cream to children when necessary. The childminder knows the local safety risks in the wider area and takes children to parks that she considers to be safe.

What does the setting need to do to improve?

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

- plan more opportunities for younger children to independently manage their own personal care.

Setting details

Unique reference number	112823
Local authority	Hampshire
Inspection number	10285993
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	27 October 2017

Information about this early years setting

The childminder registered in 1990 and lives in Denmead, Hampshire. She operates all year around, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised level 3 early years qualification. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jo Parker

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 showed the inspector the premises, and they discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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