

Childminder report

Inspection date: 10 July 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children grow into confident individuals in the care of the nurturing childminder and her assistant. They demonstrate high levels of interest and engagement in the activities available. For example, they sit and focus at a painting activity, practising their drawing skills. Children develop firm friendships. They enjoy playing together and show care and consideration towards their friends. The childminder helps children learn about the natural world when she provides them with lots of time spent outdoors. As a result, children show curiosity in living things. For instance, they excitedly look for insects in the bug hotel. Children experiment with different ways of moving. For instance, they choose yoga cards and copy the poses that they see. This helps children to develop their strength and coordination.

The childminder has developed an ambitious curriculum. She focuses well on supporting the needs of the current group of children attending her setting. She carefully plans her activities to ensure children get chances to practise their developing skills. For example, to support children's personal, social and emotional development, she embeds opportunities for turn-taking and sharing. Children's behaviour is good and adults quickly intervene if children require support.

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

- Parents are complimentary about the childminder and the care that she and her assistant provide. They praise the updates that they receive on children's progress and describe the setting as having an 'intimate, homely feel'. When children speak English as an additional language, the childminder works with parents to find out about children's home languages to help support them in the setting.
- The childminder clearly identifies what she wants children to learn through her planned activities. She uses her observations to monitor children's progress, sharing information with parents to promote children's learning at home. The childminder and her assistant provide children with active, play-based learning opportunities, such as making play dough. However, when delivering planned learning experiences, the childminder does not always introduce them clearly to children to help them know what is expected of them.
- The childminder and her assistant know how to support children's language development. When appropriate, they use clear, single words. This helps younger children to absorb new language. As a result, children make good progress with their communication. The childminder and her assistant read to children regularly, for instance when they are having snack. Children enjoy listening to stories and concentrate well.
- Children move freely between the inside and outside of the childminder's home. This demonstrates that they feel safe and secure. The childminder knows

children well and sets out activities that are based on children's interests. However, on occasion, some play resources are not easily accessible, particularly in the outside space. This limits children's abilities to make independent choices about their play.

- Children independently wash their hands prior to mealtimes, waiting patiently for their turn. They choose from a range of healthy snack options. The childminder and her assistant promote good food choices, which teaches children how to keep themselves healthy.
- The childminder and her assistant know each child they care for really well. Both the childminder and her assistant respond sensitively to children who require ongoing medication. They ask for consent before applying cream to children, taking into account their wishes and feelings. This helps children to trust the adults who care for them.
- The childminder is committed to her ongoing professional development. She also supports her assistant to update her skills and knowledge through regular training opportunities. The childminder ensures that her assistant has regular supervision to promote her well-being.
- The childminder and her assistant celebrate diversity with the children. For example, they explore different festivals, such as Eid. This helps children to learn about people and religions beyond their own. The childminder takes children to visit places in the local community, such as nature reserves and local parks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm. She regularly reminds them to manage their own risks when playing. The childminder and her assistant know the signs that may indicate a child is at risk of abuse or neglect. They know how to report any concerns that may arise about the children's welfare, following the local safeguarding partnership procedures. The childminder has a good understanding of how to follow robust recruitment procedures to ensure any assistants she employs are suitable to care for children.

What does the setting need to do to improve?

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

- introduce activities clearly to children so that they know what is expected of them to help them participate fully
- improve children's accessibility to the range of resources available, to further support them to make independent choices about their play.

Setting details

Unique reference number	EY426230
Local authority	Hampshire
Inspection number	10295446
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	20 December 2017

Information about this early years setting

The childminder registered in 2011. She lives in Eastleigh, Hampshire and works with an assistant. The childminder provides childcare Monday to Friday from 8am to 4.30pm, all year round. She holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jade Orosz

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to children to find out about their time at the setting.
- 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 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