

Childminder report

Inspection date: 13 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 develop positive attachments to the childminder. These ensure their happiness and feeling of being safe and secure in her care. Children join in decision-making about which resources and activities they want to play with. This helps them maintain a good level of concentration.

Children benefit from the childminder reading a variety of books to help build on their existing knowledge and the world around them. Younger children interact with a feely book, such as when they touch an animal's 'fluffy tummy'. They learn the names of different body parts. Older children find out about different job roles, such as a dentist. For example, they confidently ask the childminder questions about the use of dentistry equipment they see in the book. Children listen to her clear explanations. They pull on a tab to make the dentist chair go 'up' and 'down'. Children develop their language skills and think through how things work. They learn about good oral health.

The childminder has high expectations for children's behaviour. She helps children learn how to cooperate with their friends and take turns, such as when they play with the large toy trucks. Older children begin to understand the rules and expectations for their behaviour. For example, they receive praise from the childminder when they share toys with younger children.

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

- Parents feel they are kept well informed about their children's progress, which supports their children's learning at home. They share information about what their children know and can do on entry. However, the childminder does not use the information that is provided to identify some next steps with parents and plan a curriculum right from the start.
- The childminder plans a wide range of interesting physical and sensory activities. She skilfully includes all children in activities and supports their interests according to their ages and abilities. For example, young children repeatedly scoop cereal into pots. They develop good hand-eye coordination. Older children manoeuvre a large toy digger. For instance, they fill an open toy truck with cereal and transport it around the tray.
- The childminder identifies individual next steps to support children's mathematical development. For example, she encourages children to pick up small and different-coloured animals with tweezers and match them to different-coloured bowls. However, the childminder does not always focus on the intended outcomes at other activities she plans, to build on children's mathematical skills even further.
- The childminder encourages children to develop their early writing skills. For

example, she shows older children how to write numbers on the fence with water by using a household brush. Younger children are naturally curious to explore. For instance, they show a have-a-go attitude, dipping their brush into a bucket of water to make marks. Children develop control of their large arm muscles and demonstrate good concentration. This helps towards the first step to writing and the next stage in their learning.

- The childminder ensures that the meals parents provide for their individual children are healthy and nutritious. Children's individual dietary requirements are met. The childminder supports their good hygiene routines and growing independence effectively. For example, children practise putting on their own shoes when going outside.
- Children have regular opportunities for fresh air and exercise. For instance, they play in the childminder's back garden and regularly go on walks to the nearby common. The childminder meets up with other childminders and their children in the local community. This helps children develop good social skills and make new friendships before they go to school. The childminder gives children an awareness about others who are similar and different to them. For instance, children learn about different religious festivals, such as Chinese New Year, with the childminder.
- The childminder addresses any learning and development needs in partnership with any relevant professionals. For example, she focuses closely on supporting children's communication and language development and teaching new vocabulary. The childminder attends training to keep her knowledge up to date. For instance, she has learned about schemas or repeated patterns of play behaviour to help her understand the different ways that children learn, such as lining up toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate children are at risk of harm. She knows who to contact should she have any concerns about children's welfare. The childminder has a good understanding of radicalisation and extremism and what behaviours to look for. The childminder conducts regular risk assessments of her home and when on outings. This helps to minimise any potential risks to children's safety. She teaches children how to keep themselves safe. For example, they wear sun hats in the garden and older children apply sun cream to protect themselves from the sun.

What does the setting need to do to improve?

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

- use information provided by parents about their children's development to

inform the curriculum right from the start

- strengthen planning to support children's individual needs more precisely.

Setting details

Unique reference number	112989
Local authority	Hampshire
Inspection number	10301709
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	5
Number of children on roll	6
Date of previous inspection	31 January 2018

Information about this early years setting

The childminder registered in 1998 and lives in Blackwater, Hampshire. She has a registered assistant who is currently not working with her. The childminder operates all year round, from 8am to 5pm, Monday to Thursday, except for the childminder's own holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jane Winnan

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 provider.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection to involve her in their play.
- 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 inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents and read some comments about the service that is provided.

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