

# Childminder report

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Inspection date: 19 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children benefit from being in the care of a warm and responsive childminder. They form strong bonds with her, and show they feel happy, safe and secure. She supports their emotional well-being effectively. The childminder is a positive role model for children and they behave well. She helps them to understand about developing good manners, for example, and how to share and take turns. Children show good levels of persistence and pride in their achievements. Children show they enjoy warm praise and encouragement from the childminder. She supports and develops their self-esteem well.

Children are self-motivated to play and learn. They enthusiastically explore the many stimulating resources the childminder provides for them. Children are curious learners. The childminder encourages them to look at books, for instance, and find out further information. Children can freely access resources and make independent choices about what to play with. They play cooperatively and communicate effectively. They listen carefully to what the childminder says and respond swiftly to requests and instructions. Children are learning many skills which will support them to move on to the next stage in their education.

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

- The childminder has a clear understanding of her curriculum. She knows what skills to teach children. For instance, the childminder places a strong focus on developing children's vocabulary. She uses songs and stories, as well as planned activities, to introduce children to new words as they play. For example, children learn about bees, hives, nectar and honey. The childminder seeks out training opportunities to help her support their developing communication skills effectively.
- Children show they are confident communicators as they chat to the childminder and each other. The childminder skilfully uses questions to encourage children to develop their speech further. However, occasionally, she does not give them time to think of a response before stepping in with the answers to her questions. This does not fully support their critical-thinking skills.
- The childminder knows the children in her care very well. She understands what they like to do and how they play. The childminder uses children's interests to engage them in their learning. For instance, children like to make things, and she supports them to mix their own dough. Children show that they enjoy this activity and are highly engaged as they measure ingredients and explore textures.
- Children benefit from a childminder who understands how they develop. For example, she plans activities to encourage their hand strength in readiness for writing. They confidently use spanners and screwdrivers, and pick up very small

objects. She supports their physical development effectively.

- The childminder makes lots of opportunities for children to recognise their written name. They find their individual named figures to add to the 'childminding house', and look for their names on pegs in the hallway and bathroom. She supports and encourages their early reading skills well.
- Children are very independent. For instance, they competently cut up fruit for their snack. The childminder uses opportunities to talk to children about size and quantity as they cut up fruit. However, she does not consistently challenge children's thinking to the highest levels. For instance, when children notice their strawberry pieces stick to the plate, she does not encourage them to explore why this is. Children do not fully benefit from discussions to help them make sense of what they observe.
- The childminder supports children to develop healthy and active lifestyles. They learn about the importance of looking after their teeth and making healthy food choices. Children dance energetically and enjoy outings to local play parks.
- Children learn about the wider world as they explore different countries and celebrate different festivals. Children benefit from attending social groups with the childminder. They develop the confidence to play with larger groups of children.
- Parents report very positively about the care and learning opportunities the childminder provides for their children. They comment that she has given them the time and attention they need to 'glow and grow'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to promote children's well-being. She is confident in her knowledge about safeguarding and child protection. The childminder knows the signs and indicators of possible abuse. She knows the actions to take if she has any concerns about children's welfare. The childminder understands the procedures to follow if there is any allegation made against her or a household member. The childminder is proactive in seeking out information and training to keep her knowledge and skills current.

## What does the setting need to do to improve?

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

- consistently provide children with enough time to think and test out their ideas to help them to extend their critical thinking and problem-solving skills further
- use opportunities to extend children's knowledge through further discussion, so they are able to make the deepest connections within their learning.

## Setting details

<b>Unique reference number</b>	2641236
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10295735
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 10
<b>Total number of places</b>	5
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021. She lives in Fareham, Hampshire. The childminder provides care Tuesday, Wednesday and Thursday from 9.15am until 3pm, all year round, as well as offering care before and after school, Monday to Friday. She receives funding for free early education for children aged two, three and four years. The childminder holds a level 3 qualification.

## Information about this inspection

### Inspector

Emma Dean

## 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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure that those are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting 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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