

Childminder report

Inspection date: 13 September 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

Children form strong attachments with the nurturing childminder. They show increasing levels of emotional well-being as they confidently talk to the inspector about their interests and achievements. The childminder provides interesting activities to help them make good progress across all areas of the curriculum. For example, children happily engage in small-world play, using their prior knowledge of events from their favourite stories to articulate their ideas.

The childminder enhances children's inquisitive natures well. She gives clear explanations to their questions and challenges children to apply this new knowledge to solve problems. For instance, children build different-sized tunnels out of play dough to allow vehicles of varying heights to pass through. Children beam with pride when successful, showing high levels of self-esteem.

The childminder ensures that children acquire the knowledge and skills they require for their next stage in learning. She works hard to extend children's existing vocabulary, such as when she provides them with names of different birds. In addition, children learn to manage their personal needs competently, such as washing their hands thoroughly before meals and after using the toilet independently. Children behave well. They fully understand and follow the childminder's high expectations, such as when they use good manners.

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

- The childminder devises a broad curriculum to suit children's interests and needs. She has a good knowledge of what children need to acquire before their move to school. The childminder places a strong focus on promoting children's independence, social and communication skills. For instance, she organises regular outings to give children the opportunity to meet new people and experience situations first hand.
- The childminder skilfully weaves mathematical language into activities and routines. For example, children use child-friendly knives to cut around stencils of different shapes. They recognise the features and name each shape correctly. Children expertly apply this knowledge and identify shapes in their environment. They know the number of objects in a small group without counting them separately. This shows children's good understanding of mathematical concepts.
- The childminder maintains a respectful culture which helps children to recognise their emotions and express their feelings. She encourages them to develop a sense of right and wrong. The childminder is committed to continual improvement to enhance her practice. For example, she has recently attended an online course to help children deal with conflict and resolution. Children show that they are developing empathy as the childminder encourages them to think

about how their actions can affect their friends.

- Children have ample opportunities to broaden their knowledge of the diverse world they live in. For instance, the childminder provides resources that highlight the range and make up of different family units. Children immediately relate to their own family combination. This helps children to make comparisons between their own lives and those of others.
- The childminder helps children to learn routines to adopt healthy lifestyles. For example, children thoroughly enjoy the nutritious, fresh food she makes for them. They are encouraged to follow good hygiene routines, such as using antibacterial spray to clean their hands after a sneeze. Children have daily opportunities to be active in the fresh air, such as jumping in puddles at the local park. However, the childminder does not always deepen children's understanding of why it is important to follow good habits.
- The childminder knows the children well. She uses her assessments to identify what children know and can do. However, when planning adult-led activities, the childminder does not always use this good knowledge to full effect. At these times, she does not focus precisely enough on what each child needs to learn next in their development to ensure they make the best possible progress.
- Parents are extremely complimentary about the education and care their children receive. They praise the childminder's commitment to keeping them updated with their children's progress. This includes sharing suggestions of how parents can support learning at home. Parents report how quickly their children have learned to use the toilet, speak fluently and make new friendships.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children's welfare and safety. She demonstrates an in-depth knowledge of the potential signs of abuse, including extremism and radicalisation. The childminder understands her responsibility to keep children safe from harm. She is aware of all local safeguarding reporting procedures if she has a concern about a child. This also includes how to manage an allegation against herself or someone living in her home. She maintains her safeguarding knowledge by attending training. The childminder conducts risk assessments of her home and when she takes children on outings. This helps to minimise risks to children.

What does the setting need to do to improve?

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

- develop teaching to consistently support children's understanding of healthy lifestyle choices
- tailor adult-led activities to support individual children's learning needs more precisely.

Setting details

Unique reference number	EY496091
Local authority	Hampshire
Inspection number	10304952
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 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 2015 and lives in Basingstoke, Hampshire. She provides care for children from Monday to Friday, 8am to 5.30pm, for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

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 inspector completed a learning walk around the setting. They discussed how the environment is organised and how the curriculum is planned to support children's learning.
- The inspector observed a range of play activities in the childminder's home and evaluated the impact of teaching on children's learning and development with the childminder.
- The childminder and inspector evaluated an adult-led activity together.
- Children spoke to the inspector about their experiences with the childminder.
- Parents provided written feedback for the inspector about the education and care their children receive.
- The childminder provided relevant documentation that was viewed by the inspector, including her suitability to work with 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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