

Childminder report

Inspection date:

15 September 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 arrive at the childminder's eager to play. They settle quickly and confidently as they play with their favourite resources. For example, they are fascinated by the play dough and create their own imaginary worlds as they play with it. Children happily greet their friends and are excited to see each other. The childminder has high expectations for children's behaviour. There are strong, warm bonds between the children and the childminder. She models positive relationships and this is mirrored in the children's relationships. For example, children talk about sitting next to one another because it is 'kind to'. The childminder models how to be polite and to use their manners, which children replicate in their play, as they kindly ask their friends if they can join in too.

Children develop into curious and keen learners through support from the childminder. She uses opportunities inspired by children's interests to extend their knowledge further. For example, when the children find a slug, the childminder discusses the trails that slugs leave as well as encouraging children to explore the curious pattern on its back. Children's curiosity and keenness to learn means they excitedly open the vegetable box when it arrives. The childminder helps children as they try and label the different vegetables as they excitedly explore the contents.

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

- The childminder has high expectations for children's development. Her ambitious curriculum builds on what children know and can do. She has a good understanding of what she wants children to achieve next. This helps children make good progress in their learning and development.
- The childminder supports children as they develop their understanding of emotions. She intertwines this into their everyday activities. For example, while reading stories she encourages the children to think about how the characters feel and the reasons for this. This helps children be able to relate the concept of feelings to things they can see. For example, children make the link that a smiling face means the person is happy.
- The childminder helps children to develop resilience and a can-do attitude. She is supportive when children say they 'cannot do it' and models how to complete the tasks, such as putting a toy back together, calming and reassuring them. The childminder encourages children to have another go and then celebrates their achievements. She reminds children throughout the day of their successes, particularly when they are faced with the next challenge.
- The childminder knows the children well and in particular their likes and dislikes. This helps the childminder to tailor activities to each individual. For example, the childminder creates superhero capes to accompany a planned craft activity to capture the interests of particular children. This helps children broaden their

interests and try new things.

- Children take part in regular outings, which help to develop their understanding of the world. For example, they explore the local park, the woods and their community. This also supports their physical development, as the childminder is keen for children to be as active as possible while in her care.
- The childminder actively promotes children's understanding of diversity and inclusion as they learn about each other's languages and culture. This supports children as they learn about the similarities and differences between themselves and their peers.
- The childminder is keen to develop children's language skills. For example, she introduces children to new words as they play, such as antenna when they are examining a slug. However, at times, she asks questions without giving children enough time to respond. Additionally, she does not consistently repeat the correct pronunciation of words back to children. Therefore, the childminder does not maximise the opportunities to develop children's early language skills.
- Parents speak highly of the childminder and comment on how loving and nurturing she is. They note that this has made children feel 'valued, respected and loved'. They explain their children thrive while with the childminder. Parents keenly note that the childminder communicates with them very regularly about their child and they feel that this brings them 'peace of mind'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her roles and responsibilities in safeguarding children. She knows the signs and symptoms that may indicate a child is at risk from harm. The childminder knows how to report concerns to the relevant local safeguarding partners. This includes knowing how to report allegations about herself or a member of her household. The childminder ensures her knowledge is up to date and she understands a range of safeguarding concerns, such as radicalisation. The childminder understands the importance of carrying out regular risk assessments to ensure children's safety. She supports children as they begin to learn how to risk assess for themselves, for example, when they are out in the woods.

What does the setting need to do to improve?

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

- develop teaching strategies to support children's language skills, ensuring they hear the correct pronunciation of words and have time to respond to questions.

Setting details

Unique reference number	EY319573
Local authority	Hampshire
Inspection number	10307130
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	2 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 December 2018

Information about this early years setting

The childminder registered in 2006. She lives in Selborne, Hampshire. The childminder works Monday to Friday, 8am to 6pm, for most of the year. She receives funding to provide early education for children aged two, three and four years. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Natasha Jarvis

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector through discussions and written feedback.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents and reviewed evidence of the childminder's suitability.
- The childminder and the inspector held discussions at appropriate moments.

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