

Childminder report

Inspection date: 20 October 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

The childminder establishes strong relationships with the children she cares for. She provides a nurturing, inclusive environment where each child is recognised and celebrated as an individual. Children benefit from familiar routines and enjoy a wide range of exciting activities that reflect their learning needs well. They remain engaged for long periods of time, sustain their concentration and show a sense of determination when they come across tasks they find difficult.

The childminder is strong role model. She establishes consistent and age-appropriate expectations that successfully support children to regulate their feelings. Children show high levels of emotional security and develop positive interactions with their friends. They play harmoniously together, such as setting out teacups for all their friends to be included in the tea party. The childminder helps children to look after each other. They are quick to respond with a 'bless you' when a friend sneezes or to offer a cuddle when they become tired.

Children's curiosity about the world around them is promoted well. They take part in exciting opportunities that develop their understanding of people who help us, such as visiting a local vet. Children learn about their place in time as they enjoy trips to museums, where they learn about the Iron Age.

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

- The childminder meets the learning needs of the children well overall. She assesses priorities for children accurately and builds on what they know and can do effectively. However, occasionally some activities do not provide enough challenge for older children, in order that they can develop their critical thinking skills. Despite this, they make continued good progress overall.
- The childminder promotes children's independence and self-care skills effectively. Children manage their own personal care needs with confidence, such as washing their hands before lunch. They make choices in their play and led this well. The childminder supports children to look after the environment and take care of resources. For example, children relish taking on helpful tasks, such as sweeping the floor after messy play. They learn that they must tidy away the toys after playing with them, which they do readily to keep the play space safe.
- Children's health and emotional well-being are well supported. The childminder ensures that robust procedures promote children's understanding of good hygiene. Children relish opportunities to play in the fresh air. Home routines are followed and children snuggle into cosy beds after lunch and listen to lullabies until they drift to sleep. Children develop empathy and learn to take care of the childminder's pets. For example, they gather dandelions to feed the childminder's pet tortoise.

- The childminder successfully supports children's communication. She sensitively encourages young children to repeat back words when they struggle with pronunciation. Older children make links with words they already know and words that have similar meaning, as the childminder introduces them to wide range of new vocabulary. Children quickly become confident communicators. They develop a love for books and eagerly chant along to phrases from popular stories.
- Children make equally good progress with their mathematical development. The childminder presents creative opportunities for children to recognise numbers and compare objects routinely in their play. Children are supported to problem solve. For example, they work out how many sides a square has by comparing this to the other shapes. They have ample opportunities to count and compare objects routinely in their day. Children gain strong foundations in numeracy in readiness for their move to school.
- Partnerships with parents are strong. The childminder ensures a good exchange of information with parents to support children's learning, including ideas for them to follow at home. She completes regular assessments of children's learning and keeps parents updated daily through photographs and messages in the day. Parents speak very highly of the childminder. They highlight the good level of care that is provided and her kind, caring nature as key strengths.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her understanding of safeguarding matters. She attends regular training specific to the local safeguarding partnership guidelines and reads widely on matters that are linked to promoting children's safety. The childminder is clear on local thresholds for referral, including routes to access early help. She is clear on procedures to follow in the event of a non-mobile baby presents with bruising. The childminder maintains a safe premises and supervises children very well. She provides ample opportunities for children to learn about keeping themselves safe, including when they are out in the community.

What does the setting need to do to improve?

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

- extend children's learning even further by providing additional challenge to help them to achieve the highest level of learning.

Setting details

Unique reference number	EY278450
Local authority	Hampshire
Inspection number	10285943
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	9
Date of previous inspection	25 October 2017

Information about this early years setting

The childminder registered in 2004 and lives in Andover, Hampshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She has a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Melissa Cox

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.
- The childminder talked to the inspector about the curriculum and what she wants the children to learn.
- The inspector and the childminder jointly watched a play dough activity and discussed children's progress.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents written views were considered as part of the inspection.
- The inspector spoke to children during the inspection and took account of their views.

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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