

Childminder report

Inspection date: 19 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

Children thoroughly enjoy the time they spend at the childminder's house. They delight in exploring the range of activities that the childminder and her assistant provide. Children develop good fine motor skills. For example, they use tools, such as tweezers, to scoop and fill different-sized containers with rice. This helps to strengthen the muscles in their hands. The childminder and her assistant have developed an ambitious curriculum that supports children to develop their independence skills. They encourage children to help with tidying up the environment and children take pride in having responsibility for tasks.

Children behave well. They show high levels of engagement in their play and are able to concentrate well on tasks. The childminder and her assistant consistently reinforce the children's manners. As a result, children speak politely and are respectful to each other. Children enjoy dancing to music. They smile and laugh as they move to the music, using props such as ribbons. The childminder and her assistant engage with the children playfully, dancing along with them. This creates a positive and happy environment for the children.

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

- The childminder has effective systems in place for monitoring the progress of children. She reflects effectively on children's progress to identify what they need to learn next. The childminder targets her planning to provide activities that promote individual children's learning and development. As a result, children make good progress.
- Children are confident to express their needs and wishes, which are valued by the childminder. For instance, adults follow the children's lead when they request to play outside in the rain. Children show high levels of motivation in their play and learning. However, on occasion, quieter and less-confident children are not as well supported to join in with group activities. This leads to them receiving not consistently receiving the same opportunities to fully contribute or express their knowledge.
- The childminder and her assistant promote conversation and discussion between children. For example, when children play in the water tray the adults talk to them about their favourite foods. The childminder narrates and comments on children's play, helping to develop their language skills. However, she does not consistently adapt her communication and language strategies for younger children. For instance, she does not clearly introduce new words to younger children to extend their developing vocabulary.
- The childminder works in partnership with parents. She shares information with them regularly, which helps parents to support children's learning at home. Parents praise the 'home-from-home' environment and state that their children

receive the 'best love, care and attention'.

- The childminder promotes healthy eating. She encourages parents to provide nutritious, healthy meals. Children benefit from spending time in the fresh air. They practise their developing physical skills as they ride on wheeled toys. The childminder gives children the opportunity to complete tasks independently. This leads to them developing good self-help skills, such as dressing and toileting independently, which helps to prepare them well for the next stage in their education.
- Children enjoy outings in the local community. These experiences help children to learn about the seasons and the world around them. For example, children collect natural materials, such as conkers, to use in their play. The childminder takes children to local parks, music groups and the library. They also attend a local childminders' session, which gives children the opportunity to build their social skills in a larger group.
- The childminder supports her assistant to develop her skills and knowledge. She ensures that they are both able to access a range of training and professional development opportunities. As a result, both the childminder and her assistant are competent and demonstrate good teaching skills. The childminder and her assistant share the workload and enjoy working together, creating a positive environment. The childminder is highly committed to the ongoing development of her provision.
- Children enjoy an array of activities that support their mathematical development. The childminder plays alongside the children, using mathematical language and encouraging them to problem-solve. For example, she asks questions about size and uses number names during play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have good safeguarding knowledge. They are confident in the signs and symptoms that may suggest a child is at risk of harm or abuse. The childminder and her assistant have undertaken training on safeguarding issues, such as female genital mutilation and county lines. The childminder ensures that her home is safe and clean at all times. She teaches children the importance of good hygiene, such as handwashing to prevent the spread of infection. The childminder completes appropriate suitability checks when recruiting new assistants to ensure that they are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen the support for children who are quieter and less confident to encourage them to communicate their needs and participate in group discussion

- extend communication and language strategies used with younger children to further support their developing language skills.

Setting details

Unique reference number	EY495059
Local authority	Hampshire
Inspection number	10305166
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	0 to 5
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 February 2018

Information about this early years setting

The childminder registered in 2016 and lives in Bordon, Hampshire. The childminder provides care for children from 7.30am to 6pm, from Monday to Thursday, for most of the year. The childminder employs an assistant. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Jade Orosz

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 provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 viewed written feedback from parents.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and her assistant.

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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