

Childminder report

Inspection date: 14 November 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 provides children with a caring, welcoming and safe space where they can relax and enjoy learning through play. Children are happy and have formed close relationships with the kind and nurturing childminder. They clearly enjoy the time they spend with her and independently make choices from an array of high-quality resources. For example, they demonstrate good imagination and immerse themselves in role-play activities. They show kindness to others and make the childminder and the inspector a pretend cup of tea.

The childminder is a positive role model and has high expectations for children's behaviour. She is calm and patient, and helps children learn how to regulate and manage their feelings and emotions. For example, when children become frustrated trying to access a toy that is stuck, she gently guides them to help them remove the obstacle unaided. Consequently, children learn how to do things for themselves and develop a 'can-do' attitude. This supports their readiness for school.

Children show high levels of perseverance to achieve their goals. They illustrate this as they focus intently and successfully remove objects, such as gems, from play dough. This helps to build on their small hand muscles in preparation for their future writing. The childminder praises children for their achievements, which boosts their confidence and self-esteem.

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

- The childminder gathers detailed information from parents about what their children know and can do when they first start at the setting. She integrates this data with her own observations to make initial assessments of children's starting points. The childminder continues to make effective use of children's assessment information to inform her planning and teaching.
- Children confidently communicate their needs and initiate conversations with others. They enjoy listening to stories and joining in with singing nursery rhymes. However, on occasion, in her enthusiasm the childminder does not model the correct pronunciation of words, to help build on children's developing speech and language skills to the highest level.
- The childminder supports children's mathematical skills well. Children count and use numbers in their play. They demonstrate good matching skills for their young age and complete puzzles confidently. Children are motivated to play and learn and sustain their interest in activities.
- Children have many opportunities to learn about the wider world. They visit local ponds to feed the ducks, which helps them learn how to care for living things. Children enjoy outings to the childminder's allotment, where they plant, grow and harvest fruit and vegetables. They collect apples from the childminder's

garden and delight in cooking activities, such as making apple pie.

- The childminder supports children's health well. Children learn about the importance of regular handwashing. They take part in physical activities and practise new skills at places like the sports centre, park and in the childminder's garden.
- Children regularly go out into the community. For instance, they attend local groups and regularly visit the library. This provides them with opportunities to mix with other children and adults, which helps to develop their social skills. Children learn vital skills like road safety and how to stay safe while out and about.
- The childminder is a good role model. Children are becoming increasingly aware of the expectations for their behaviour and respond well to consistent routines, gentle reminders and clear boundaries.
- The childminder regularly reflects on her provision and makes improvements that benefit children. For example, as children grow and develop, she adapts her environment to reflect on their individual learning needs. The childminder updates her professional development, such as through training and webinars. This helps her to update and refresh her skills. Recent training has helped to build on her knowledge of the different ways children learn.
- The childminder has strong relationships with parents. She regularly shares children's progress information with them and sends home ideas and resources, such as books, which helps to consolidate children's learning. Parents speak very highly of the childminder. They say they are very happy with the care and learning their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She has a good understanding of the signs and symptoms of abuse and knows what to do and who to contact if she has any concerns about a child's welfare. The childminder completes thorough checks of the premises she uses and places she visits. She teaches children to keep themselves safe. For example, they regularly practise evacuation drills and learn how to stay safe around water, such as during an outing to feed the ducks.

What does the setting need to do to improve?

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

- focus even more precisely on developing young children's pronunciation skills, to help them make the best rates of progress in their communication and language development.

Setting details

Unique reference number	EY368731
Local authority	Hampshire
Inspection number	10308246
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2008 and lives in Aldershot, Hampshire. She works Monday to Friday, from 7.30am until 6pm, for most of the year. The childminder holds a relevant early years qualification. She offers funded early education places for three- and four-year-old children.

Information about this inspection

Inspector
Jane Franks

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 showed the inspector the premises and discussed how she ensures the premises are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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