

Childminder report

Inspection date: 23 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

Children are happy, confident and settle quickly in the welcoming, homely, and safe setting. They have developed secure attachments with the childminder and her assistant. Children behave very well and are kind to each other. They help each other find animals in the toy box. The childminder and her assistant provide a nurturing and caring environment. Children benefit from settling-in sessions to support their emotional well-being. The childminder and her assistant are good role models for children. They consistently remind children about rules and procedures. As a result, children are very familiar with routines. The childminder and her assistant encourage children's developing independence skills. Older children confidently put on their boots and coats. Younger children are helped to put on their outdoor clothing.

The childminder and her assistant are attentive to children's needs. They incorporate children's interests into planning for their learning and development. They ensure that children have access to a rich language environment and introduce and model new words to children. For instance, they engage children in discussion about the names of the dinosaurs. Children enthusiastically call out words, such as T-rex and triceratops. This helps children to develop further their language and communication skills.

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

- The childminder and her assistant know children well. They meet with parents and gather information when children first start at the setting. They regularly observe children's learning and development during activities. They use their observations to identify what children know and can do. This helps them to plan for children's next steps in learning.
- The childminder and her assistant use trips to the local woodland park to support children's learning and to encourage them to be curious. For example, children learn about keeping animals safe while litter picking and learn that mushrooms can be poisonous. However, the childminder does not plan indoor experiences as effectively. At times, activities do not build as successfully on children's knowledge and extend their learning further.
- The childminder and her assistant ensure children's well-being and emotional development are supported well. They encourage children to understand and talk about their different emotions. For example, children enjoy listening to 'The Colour Monster' story. They choose a monster to represent how they are feeling and discuss the reasons why. The childminder and her assistant help them to understand why they are sad and what they can do to make themselves feel better. This helps children to understand and regulate their behaviour.
- The childminder and her assistant help children to understand and adopt healthy

lifestyles. They provide children with healthy snacks, such as apples, grapes, and oat bars. They teach children about good oral health. Children enjoy visits from dental health professionals and playing with oral hygiene resources.

- Partnerships with parents are good. Parents speak very highly about the provision. They describe how the childminder and her assistant provide outstanding care for children. Parents are kept well informed about their children's learning and development.
- The childminder and her assistant provide excellent opportunities for children to access fresh air and exercise. Children develop coordination, and control of their bodies. They learn how to balance while walking on balancing beams at the local park. Children use up access energy while running away from the imaginary dragon. The childminder and her assistant help children to understand the effects that exercise has on their bodies. They encourage children to sit down and have a drink of water.
- The childminder and her assistant work closely with local schools and other early years settings that children attend. This helps to support a consistent approach to children's learning and development.
- The childminder and her assistant keep up to date with mandatory training. The childminder demonstrates a positive attitude towards continuous professional development. For instance, she provides opportunities for her assistant to access online training specific to her interests.
- The childminder and assistant support children with special educational needs and/or disabilities (SEND) well. They work in partnership with parents and professionals to ensure children receive the support they need. The childminder is working towards a qualification as a special educational needs coordinator. This will help to further enhance her knowledge and help children with SEND to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the signs and symptoms of abuse and the procedures to follow if they are concerned for a child's safety. They have recently updated their safeguarding training to keep their knowledge of child protection up to date. They are trained in paediatric first aid. This ensures that there is always someone qualified and available for children in the event of an accident or emergency.

What does the setting need to do to improve?

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

- strengthen the planning of indoor activities to build more effectively on children's learning.

Setting details

Unique reference number	EY457656
Local authority	Hampshire
Inspection number	10304899
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 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	5 February 2018

Information about this early years setting

The childminder registered in 2013. She lives in the village of Bransgore, Christchurch in Dorset and works with an assistant. They both hold an early years qualification at level 3. The childminding service offers care for children Monday, Wednesday, Thursday and Friday from 8am to 5pm, all year round. The childminder is in receipt of early education funding for children aged two and three years.

Information about this inspection

Inspector
Loretta Murphy

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- Consideration was given to parents' written comments.
- Relevant documents were reviewed by the inspector, including evidence of the childminder's training and the suitability of her assistant.
- The inspector and the childminder evaluated a planned activity and discussed the impact on children's learning.
- The inspector held discussions with the childminder and her assistant to assess their knowledge of safeguarding and welfare requirements of the early years foundation stage.

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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