

# Childminder report

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Inspection date:

7 December 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder places a strong focus on children's happiness. Children learn well as he provides a broad curriculum and a homely environment that is inviting. Children feel safe and secure and confidently move around the play areas to access the range of available resources.

The childminder knows the children in his care well. This supports children to make good progress. He plans activities to build on what they can already do. He provides opportunities that interest the children and meet their needs. For example, he knows children enjoy building with the bricks. The childminder uses this opportunity to challenge children to build higher. He asks the children to predict how tall their construction will be. Some children say their towers are taller than they are. The childminder encourages children to find different coloured bricks. Children excitedly rise to the challenge and locate what they need to find. Children take part in regular music and movement sessions to promote their physical development.

The childminder is a good role model and has high expectations for children's behaviour. As a result, children show a secure understanding of good manners and behave well. The childminder responds to children's runny noses immediately. In addition, when children notice their friends need a tissue, they gently pass it to them from the accessible box. This helps to support good hygiene routines and personal development.

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

- The childminder has made improvements since the last inspection. He understands his responsibilities as a childminder to always ensure children's safety. Risk assessments are in place and he confidently talks about his role to keep children safe.
- The childminder occasionally works with one of four assistants. He carries out inductions when they first start, so they understand their roles. However, he does not always provide ongoing opportunities for discussion. As a result, he does not regularly talk to assistants about professional development to help continue to improve the quality of childcare.
- The childminder generally promotes children's communication and language skills well. This enables children to increase their vocabulary and become confident speakers. He talks to children and models language to encourage them to repeat and learn new vocabulary. The childminder praises children as they use words such as 'dizzy' following the music and movement session. This helps children to make progress in their communication and language. However, on occasion, he does not always correct children's immaturity in their speech when

they use 'me' instead of 'I'.

- The childminder works in partnership with parents and keeps them informed about their children's progress. Parents are positive about the childminder and the care their children receive. They comment how they feel welcomed and how smooth the transitions have been when their children start. The childminder considers families' interests and cultures. For example, he recently made mango sticky rice for all the children to eat in the setting.
- Children demonstrate positive attitudes to learning and persevere in their play. For example, they show persistence as they build a train track, working together to find the bridges, matching the pieces they need.
- The childminder reads avidly and enthusiastically to the children. He shares new vocabulary about the animals and creatures in the stories, such as polar bears and lizards. He listens intently as children read the stories back to him and engages in their make believe play. The childminder helps children to understand the concepts of mathematics throughout the day. He regularly uses numbers and colours in play and encourages children to count. As a result, children gain a good understanding of early mathematics.
- Children's personal development is promoted well. For example, the childminder talks about the importance of washing hands before mealtimes and provides separate towels to minimise cross infection. He encourages children to use please and thank you at mealtimes as they choose their own fruit and independently peel the bananas. The childminder uses this social time to chat with the children about what they ate at home for tea the previous evening. Children confidently recall what they have eaten, engaging well with the childminder. As a result, children are beginning to learn about the importance of healthy lifestyles.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the processes to follow if he has concerns about children in his care. He is aware of the procedures to follow if concerns are raised about adults working with children. This helps to ensure children are safe and protected in his care. The childminder undertakes training to ensure his knowledge remains current. He understands safeguarding concerns, such as, county lines and the baby bruising protocol and the process to follow if he has concerns. The home is secure and risk assessments are in place to help keep children safe from harm.

## What does the setting need to do to improve?

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

- strengthen further the systems for providing supervision and coaching to

assistants

- support children's communication and language development further to help children understand the correct use of words when referring to themselves.

## Setting details

<b>Unique reference number</b>	EY401638
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10271323
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	29 November 2022

## Information about this early years setting

The childminder registered in 2009. He lives in Andover, in Hampshire. The childminder works with a co-childminder and occasionally with one of four assistants. He works Monday to Friday from 9am to 5pm throughout the year, except over Christmas. The childminder has a relevant childcare qualification at level 3. He receives funding for the provision of early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lindsay Osman

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting.
- 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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Piccadilly Gate  
Store Street  
Manchester  
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