

Childminder report

Inspection date: 11 December 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 very happy and settled in the calm environment provided by the childminder. They form strong bonds with the childminder, who provides them with plenty of encouragement and reassurance. The childminder implements activities that captivate children's interests. For instance, children giggle with delight as they use utensils to scoop and transfer pretend snow. Throughout these activities, the childminder skilfully introduces mathematical vocabulary. For example, she introduces terms such as 'more' and 'less' as they scoop the pretend snow into different-sized containers.

The childminder finds out key information from parents about their children before they start. This helps her tailor her care, practice and curriculum to help meet children's individual needs. Children confidently access resources and direct their own learning. They remain engaged in self-selected play for long periods. For example, children use their small-muscle skills to manipulate play dough, rolling it out and using tools to make different shapes. This helps children to develop their hand muscles in readiness for writing.

Children relish singing songs and following the actions to songs and rhymes that are familiar to them. For instance, they enjoy marching up and down the room to 'The Grand Old Duke of York'. Children experience joy in music, which helps to support their positive attitude towards learning.

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

- The experienced childminder provides a broad curriculum. She places a particular focus on developing children's communication and language skills. The childminder ensures that children hear a range of vocabulary and talks to them throughout the day. She encourages younger children to repeat words and sounds. The childminder supports children who speak English as an additional language well. She asks parents for keywords in children's home languages and uses visual prompts to aid communication.
- Children have regular opportunities for fresh air and exercise. For instance, they play in the childminder's garden and enjoy visiting National Trust venues. Children build their physical skills and strength during visits to local parks where they test their skills on various equipment. The childminder meets up with other childminders and their children in the local community. This helps children to develop good social skills and make new friendships before they begin school.
- The childminder keeps her knowledge and skills up to date and undertakes regular training and development. For instance, she has learned about schemas or repeated patterns of play behaviour to help her understand the different ways that children learn, for example by lining up toys.

- Parents speak very highly of the childminder. They describe her as 'part of the family' and say that the support she provides for their children is wonderful. Parents are very happy with how the childminder communicates with them.
- Generally, children behave well. They enjoy carrying out small tasks and eagerly help the childminder to tidy up. However, younger children sometimes struggle to play collaboratively with one another. They take toys from each other without asking. The childminder does not consistently support them to share and take turns. On occasion, this results in conflict among children.
- The childminder teaches children about the importance of a healthy diet. She works with parents to ensure that packed lunches are healthy and nutritious. The childminder encourages children to try new foods and discusses the benefits the food has on their bodies.
- The childminder provides children with opportunities to develop independence skills. For example, children confidently take off their coats and shoes when they arrive and put them away. However, occasionally, the childminder is too quick to help children. For instance, she wipes children's noses without letting them try to do it for themselves. This does not fully promote children's self-care skills.
- Children are learning healthy lifestyle habits. The childminder models hygiene practice, such as wiping the table ready for lunch. She supports children to learn about good oral health. Children concentrate as they use toothbrushes and brush pretend teeth.
- Children demonstrate a love of reading and sharing books. The childminder takes them on regular trips to the library to help them develop a love of books. This helps to promote their early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her safeguarding responsibilities. She understands the signs and symptoms of abuse and the procedures to follow if she believes a child may be at risk of harm. The childminder confidently explains the procedures she would need to take should there be an allegation against herself or a household member. The childminder has a good understanding of radicalisation and extremism and what behaviours to look for. She carries out regular risk assessments of her home and when on outings.

What does the setting need to do to improve?

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

- provide consistent support for younger children to understand the importance of taking turns and sharing, to help them to develop relationships with others
- support children to develop their independence and self-care skills further.

Setting details

Unique reference number	EY494833
Local authority	Hampshire
Inspection number	10308533
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 March 2018

Information about this early years setting

The childminder registered in 2015 and lives in Basingstoke, Hampshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides funded early years education for three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed interactions between the childminder and the children.
- The childminder and inspector had a learning walk together and discussed the early years curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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