

Childminder report

Inspection date: 18 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder and other children. They benefit from a broad range of experiences, especially outdoors. Children engage positively during their play and activities with real-life and natural resources, which promotes their curiosity and exploration. For example, children used their senses to smell and feel the 'reindeer food' they made with oats and pine tree twigs. They used metal teapots and jugs as part of their role play to pretend to make cups of tea. These activities help to promote children's speech and language development, physical coordination, and social skills effectively.

The childminder organises the daily routine and learning environment effectively for children. This enables children to make choices about their day and activities. Children feel comfortable to approach the childminder, such as to ask for help and support. Their strong relationships with the childminder help them to confidently express their needs and ideas. The older children are appropriate role models to younger children, including supporting consistent expectations. For example, they remind younger children to sit down safely and give them praise.

Overall, children are supported with good-quality teaching that promotes their learning and understanding well. The childminder has a secure understanding of individual children's learning needs. She recognises when children have gaps in their development and knows how to support these. For example, the childminder uses some signing alongside words to help develop children's language skills.

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

- The childminder has taken steps to improve the quality of her provision since her last inspection. She has completed professional development to refresh her knowledge and understanding, along with reviewing her premises and performing risk assessments. The childminder is currently completing forest school training. This links effectively to her curriculum ethos of outdoor learning, to help her to build further on her skills.
- The childminder has clear curriculum intentions and aims for children's learning. She has a strong understanding of the importance of supporting children's communication and language development. She talks to children consistently during play and activities to promote this and teaches them songs and rhymes. Children show they are familiar with the new songs they learn when they join in with the words and happily sing along.
- Children have fun and engage well during activities with the childminder. Overall, the childminder provides effective interactions with children. However, at times, the childminder does not explain sufficiently to children to help guide their understanding further about how to keep themselves and others safe. In

addition, occasionally, the childminder's approach to developing children's skills and knowledge is not fully consistent. For instance, she sometimes steps in quickly to offer help to children and does not give them enough time to try to do things for themselves.

- Children benefit from outings and activities that encourage their appreciation of the natural world. In addition, they use a wide range of resources, such as plants and wooden or metal items, both indoors and outdoors. For instance, children make musical instruments from sticks and use a variety of pots and pans in the mud kitchen. This supports their understanding of the world securely and promotes their creativity.
- The childminder promotes children's good health securely. Children spend plenty of time outside in the fresh air and being physically active. The childminder helps to develop children's understanding of how to care for their bodies. For example, she talks to children about the effect exercise has on their bodies. The childminder ensures that children follow consistent handwashing routines, and she provides healthy drinks, snacks and meals, which children enjoy.
- Children develop their large-muscle skills effectively, such as through using climbing equipment or playing group games. The group games help to develop children's social and listening skills and concentration. For instance, children listen to the instructions to 'drop' where they stop and then to 'go' to start to run around again.
- There are strong partnerships with parents. The childminder keeps parents updated through regular verbal and written information about their children's care and learning needs. Parents feel that they and their children are supported very well. Their feedback is highly positive about the care and learning experiences the childminder provides to their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe in her care. She uses appropriate equipment that helps to promote children's safety, such as gates to prevent children's access to areas of the premises. In addition, the childminder completes risk assessments and safety checks. She supervises children closely, ensuring they are within her sight or hearing. The childminder sits with children when they eat and remains with them when they play outdoors. The childminder understands how to recognise indicators that would raise her concerns about children's welfare. She knows how to manage these concerns, such as making referrals to relevant agencies.

What does the setting need to do to improve?

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

- embed children's understanding further about how to keep themselves and others safe
- develop a more consistent teaching approach to support children to build on their knowledge and skills even further.

Setting details

Unique reference number	EY481766
Local authority	Hampshire
Inspection number	10307464
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 July 2023

Information about this early years setting

The childminder registered in 2015 and lives in Farnborough, Hampshire. She provides childminding Monday to Friday, from 7.30am to 5.30pm, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed the childminder's ethos for her early years provision and the aims of her curriculum.
- The inspector observed children's play and activities, indoors and outdoors, and their interactions with the childminder and assessed the impact that this was having on their learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector looked at relevant documentation and checked the suitability of the childminder and other adult household members.
- Some parents discussed their views with the inspector and others provided written feedback about the childminder's service.
- Children talked to the inspector about their interests and activities.

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
M1 2WD

T: 0300 123 1231
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