

# Childminder report

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Inspection date: 3 January 2024

<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	Not applicable

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

### The provision is good

The childminder provides a warm and inviting setting for children. Her kind and caring manner helps children to feel safe, happy and secure in her care. Children behave well. They are kind and considerate to their friends, such as when they take turns with toys and resources. The childminder recognises children's kindness and praises them for their positive behaviour. This helps children to develop good social skills and supports them to build strong, trusting relationships with their friends.

The experienced childminder places a strong focus on helping older children to become ready for the next stage of their learning. She has high expectations of children and is clear about what skills she wants to promote for children to thrive and eventually move on to school. Older children learn how to manage their own personal needs, such as understanding why they wash their hands before they eat. Some children learn to recognise the letters of their name and count confidently up to 10. Younger children practise using pens to draw shapes as they develop their coordination skills. They show pride in their achievements and are keen to 'have a go'. This demonstrates their positive attitudes to learning.

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

- The childminder provides children with a varied curriculum, which supports them to make good progress. Children benefit from activities that support their unique interests. The childminder captures opportunities within children's play to build on their skills and knowledge. For instance, as children use modelling dough to make pirates, they work out how many legs their pirate will need as the childminder helps them to count, compare and match quantities, building on their early mathematical skills.
- The childminder places a good focus on supporting children's physical skills. This helps children to develop good coordination and control of their bodies. For instance, as children join in with action rhyme songs, they learn how to balance on one foot. They gain an understanding of which hand and foot is on the left side as the childminder demonstrates and helps children remember which side of their bodies is left or right. Children thoroughly enjoy being active and benefit from opportunities to build their coordination and strengthen their muscles.
- Overall, children develop good communication and language skills. The childminder introduces new language into children's play to build on their vocabulary skills. For example, older children learn about the word 'predator' as they think about what snakes might eat in the natural world. Older children confidently answer questions. However, at times, younger children are not given enough time to think through and answer, to share their ideas and broaden their communication skills fully.

- The childminder has a good working relationship with the parents. She ensures that they are regularly kept up to date on their children's progress. Parents speak very highly of the childminder and the care and experiences she offers to their children. They say that the childminder offers a welcoming setting, which is great for children. Parents comment on the outings the childminder provides for children to the local parks, garden centres and to feed the ducks. They say that children excitedly share the places they have visited and gain an understanding of the community they live in and are part of.
- The childminder has developed some early relationships with other settings that some children attend. However, this is not yet fully effective for all children. The childminder does not always exchange information about children's learning and their next steps to provide continuity in their learning and care.
- Children develop good attitudes to learning. They enjoy trying new activities and develop a 'can-do' attitude to mastering new skills. For instance, children listen carefully as the childminder helps them to find shapes in the environment as they play together. Children excitedly hunt for squares and rectangles in the environment as they learn about the differences between the shapes. The childminder successfully helps children to keep on trying to search for rectangles and celebrates with them as they successfully find their shape.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- enhance the good teaching of communication and language skills even further by giving younger children more time to think and answer questions
- work more closely with all other settings that children attend to improve the continuity and support for children's learning experiences.

## Setting details

<b>Unique reference number</b>	2648734
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10308668
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021 and lives in Aldershot, Hampshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tara Naylor

## 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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