

Childminder report

Inspection date: 19 January 2024

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

The warm and caring childminder has strong bonds with the children. They are eager to include her in their play as they share things of importance to them. For example, they engage in role play and giggle in delight as the childminder pretends to talk to family members on the 'phone'. Children, including those who are learning to talk, are able to share their thoughts, feelings and ideas confidently. The childminder understands exactly what they would like, and she models how to say the name of the object to help develop children's language skills.

The childminder introduces mathematics as children play. For example, they talk about shapes and sizes as they build with magnetic tiles. Children develop a love of reading as they curl up with the childminder. They have clear favourite stories, such as 'Peppa' and are eager to listen. The childminder captures their attention as she reads.

The childminder has high expectations of children's behaviour. Children have a clear understanding of what is expected of them. For example, they eagerly help tidy up their toys when they have finished playing. The childminder teaches children how to keep themselves healthy. For example, they learn to cover their mouths when coughing and to wash their hands after nappy changes.

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

- The childminder often works with an assistant and has a second assistant as bank staff. She understands the importance of regular supervision meetings with her staff to discuss their practice and areas for development, as well as strengths.
- The childminder ensures that her staff take part in regular professional development to maintain the quality of their practice as well as ensuring that they are up to date with training, such as first aid. The childminder wants children to be their unique self, to feel safe and to have fun. She develops a curriculum with these aims as the focus, which she weaves into children's everyday play.
- Children make good progress in their learning and development. The childminder regularly monitors children's development, including completing the required progress checks for children aged between two and three years to ensure that they continue to make good progress.
- The childminder uses her assessments to identify children's next steps in learning and development well. However, on occasion, during activities, the childminder does not fully consider how to adapt activities to precisely include children's next steps to help develop their skills further.
- Children are kind, polite and behave well. They listen well to the childminder and

follow instructions when needed. Older children are keen to support younger children. For example, they use their initiative to look at the childminder's next steps board for each of the younger children. They then try and do the same things as the childminder. For instance, younger children are working on their counting skills as a next step, so the older children include counting in their games.

- The childminder is welcoming to all children. She recognises that some children may need additional support for their special educational needs and/or disabilities. The childminder adapts her practice as needed to ensure that all children have their needs met. She knows how to access further support and signpost parents to relevant services should she need to.
- The childminder values the importance of professional development. She regularly attends training courses and is always looking for ways to develop her knowledge further. For example, she has recently attended training on supporting children with eating. This has helped to develop the way she approaches food and understanding of what children might be thinking or feeling in regards to certain foods and textures.
- Parents compliment the childminder as they comment on her being friendly, welcoming and dependable. The childminder works hard to develop strong partnerships with them. She uses these partnerships to develop children's learning further by sharing home-learning ideas. For example, she has recently shared hints and tips around supporting toilet training.
- The childminder works in partnership with other settings children attend. She shares information regularly about children's interests, their progress and their next steps in learning. This helps all those involved in children's care and learning to work towards the same goals and provide continuity.

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:

- refine the planning of activities so that they are more precisely tailored to support individual children's learning.

Setting details

Unique reference number	EY245259
Local authority	Hampshire
Inspection number	10308129
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 9
Total number of places	12
Number of children on roll	16
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder registered in 2003. She lives in Totton, Hampshire. She operates all year round, from 7.20am to 5.30pm, Monday to Friday. The childminder works with assistants and holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

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 discussed her curriculum intentions with the inspector during the learning walk.
- The inspector looked at written feedback from parents that were provided by the childminder.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents and reviewed evidence of the childminder's suitability.
- The childminder and the inspector held discussions at appropriate moments.

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
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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