

Childminder report

Inspection date: 28 February 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

Children build secure bonds with each other and with the friendly childminder and her assistants. Children show they feel safe at the setting. They play together happily, and they enthusiastically greet their friends when they arrive. Children seek out the childminder or her assistants for cuddles when they need comfort. Their emotional well-being is clearly supported effectively.

Children are confident and independent. They know where to find the resources they want to use, such as tools to manipulate dough. Children show determination as they keep on trying. The childminder is sensitive about when to step in to prevent children becoming frustrated. She lets children try and put their shoes on, for example, but is close by to offer support as needed. The childminder and her assistants are positive role models for children. They help children hear good manners being used and how to communicate and work as a team. The childminder and her assistants have high expectations for children's behaviour. Children know the boundaries and 'golden rules' in place. They behave well.

Children learn how to keep themselves safe. The childminder and her assistants use simple explanations to help children understand when they may be in danger. Children listen attentively, and they swiftly follow instructions and requests.

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

- The childminder, her co-childminder and assistants have thought carefully about what they want children to learn. The childminder understands the importance of children feeling safe and happy before they can learn. Her curriculum is designed to ensure that children are settled and secure and are ready to learn to the best of their ability.
- The childminder and her assistants support children's developing communication skills well. They model words to children, repeat back what children say and introduce them to new words. Children benefit from hearing familiar stories on a regular basis. They join in with words they know and take an active part in storytelling, using their own props. Children develop into confident communicators.
- The childminder and her assistants know the children well. They know how children like to learn, and they plan activities to motivate them in their learning. For instance, children enjoy making telescopes to take to the park. They explore different materials to decorate their telescopes. Children benefit from creative opportunities that engage them in their learning.
- Children benefit from playing cooperatively and learning to share. The childminder and her assistants plan games to help children to take turns. For instance, they roll balls through a tunnel. The childminder and her assistants

ensure that all children are engaged in this play. They make sure younger children have more frequent turns to keep them interested. All children learn skills to support them to move on to the next stage in their education.

- At times, the childminder and her assistants do not consistently recognise when they can build on children's learning. They do not use the highest level of teaching as children play. Occasionally, children do not have the encouragement they need to fully think and explore ideas for themselves.
- The childminder supports children to develop healthy and active lifestyles. Children benefit from nutritious meals and snacks. They learn about the importance of handwashing before they eat. However, at times, daily routines and transitions are not organised well. Children wait unnecessarily, and their learning time is not used effectively.
- Children benefit from taking part in regular outings. They visit a local care home, for instance, and walk to the library. Children see different people and different places. This helps them to develop an understanding of the diversity of the world they are growing up in.
- The childminder and her assistants build partnerships with other early years settings that children attend. This helps to ensure continuity for children's care and learning.
- Parents comment how much they like the settled staff team and the balance of play and learning. They say the childminder and her assistants know their children well and have built strong bonds. Parents report their children are 'well looked after' at the childminder's house.

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:

- develop teaching during planned and spontaneous activities to build on children's interests and extend their thinking and learning
- strengthen the organisation of the setting, including daily routines, to better support children's engagement in their learning.

Setting details

Unique reference number	EY343130
Local authority	Hampshire
Inspection number	10312332
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 10
Total number of places	12
Number of children on roll	32
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 2007. She operates from her home in Fareham, Hampshire. The childminder works with a co-childminder and up to two assistants each day. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds a level 3 childcare qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Dean

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 this into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable for children.
- The inspector talked to the childminder, her co-childminder, assistants and children at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of her assistants and household members.
- 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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