

# Childminder report

---

Inspection date: 28 February 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	Good
--	------

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

### The provision is good

The childminder provides a homely environment for children. She knows children well and plans activities that captivate their interests. For instance, children show great excitement as they sing their favourite songs together. They have fun copying the actions to songs and giggling with their friends. Children are developing a love of books. The childminder and her assistant read plenty of stories to children. They use lots of enthusiasm to gain their attention. Children cheerfully join in with repeating familiar phrases from the story. They thoroughly enjoy their time with the childminder and other children.

The childminder and her assistant are good role models. For example, they encourage positive behaviours, such as using manners and being kind. Children receive plenty of praise when they share and take turns. The childminder offers opportunities for children to learn how to care for pets. For example, she has rabbits and fish, which children help care for. Children show great care and compassion as they feed them. The childminder and her assistant teach children to be considerate around pets. For instance, children know that they need to be quiet, so they do not frighten them. This helps children to understand what is expected of them.

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

- The childminder supports children's language development well. For instance, during play, the childminder speaks clearly and repeats back words that children mispronounce. She introduces a range of new words such as 'bulldozer' and 'transport' as children play. This helps to build on children's developing vocabularies.
- The childminder has a good understanding of how children learn. She uses assessments to monitor children's development. This includes completing the required progress checks for children aged two years. The childminder uses this information to plan for children's next steps in learning. However, at times, she does not fully consider what the youngest children need to learn next. This means that some planned activities are too challenging and they lose focus.
- The childminder and her assistant support children to develop their independence. For example, children learn to put on their shoes and persist in trying to put on their coats. Children wash their own hands before mealtimes and cut their fruit. This supports children to have the skills they need for their eventual move to school.
- The childminder supports children to develop their mathematical awareness as they play. For example, she encourages children to match colours and shapes as they play a matching game. The childminder further supports children's shape recognition. She introduces more complex shapes, such as a star and a

hexagon.

- The childminder and her assistant teach children the importance of oral health. They plan activities that spark conversations about visiting the dentist. Children talk about healthy foods and the importance of brushing their teeth. They explore plastic teeth and show how to brush away the 'germs'. This helps children to learn about healthy lifestyles.
- The childminder plans opportunities for children to go on regular outings in the community. For example, they visit the local park, library and farm. The childminder meets up with other childminders at toddler groups. Children have the opportunity to meet with other children their age. This helps children to develop an understanding of the community and develop good social skills.
- Partnerships with parents are good. The childminder gathers essential information from parents when children first start. This helps to identify children's starting points. The childminder keeps parents up to date with the progress their children make. Parent feedback is positive, and they comment on the childminder's flexibility, professionalism and kindness.
- The childminder reflects on her practice well. She uses her training to improve outcomes for children. The childminder completes induction training with her assistant. This ensures that assistants are familiar with all aspects of their role. However, the childminder does not provide her assistant with training opportunities to broaden her knowledge further, particularly around developing children's communication and language skills. This does not support her ongoing development.

## 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:**

- plan next steps in learning more precisely to reflect the levels understanding of the youngest children
- develop the use of supervisions to improve professional development opportunities for assistants.

## Setting details

<b>Unique reference number</b>	151024
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10317248
<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 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	10 May 2018

## Information about this early years setting

The childminder registered in 1996 and works with an assistant. She lives in Stubbington, near Fareham, Hampshire. The childminder has a level 3 childcare qualification. She operates all year round, from 7am to 6pm, Monday to Sunday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelli Wiseman

## 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while they are with the childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024