

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 have fun as they learn, and they show high levels of emotional well-being. They demonstrate good social skills as they happily include visitors in their play, such as making them 'tea and eggs'. The childminder interacts well with children and good relationships between them are evident. For instance, children giggle with excitement during their interactions with the kind and friendly childminder. Parents comment that children are always excited to see the childminder, who makes them feel safe and secure.

Children demonstrate a positive attitude to learning and focus on activities that interest them for prolonged periods. They confidently develop the skills they will need for the next stage in learning. For instance, they complete tasks independently, such as dressing themselves for outdoor play, washing their hands and cutting up fruit during meals. The childminder provides lots of encouragement and praises them for their efforts. Children demonstrate pleasure in their achievements, such as telling the childminder, 'I did it.' These positive experiences help children to develop a sense of pride in their accomplishments.

Books and stories are a central part of the everyday routines. Children regularly choose books to read with the childminder. They show high levels of concentration as the childminder reads to them with energy and enthusiasm. Children point out the animals in familiar books and tell the childminder what is going to happen next. This helps to encourage children to develop a love of books and reading.

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

- The childminder provides a warm and inclusive environment where all children are welcomed. Children enjoy the time they spend in the well-resourced childminder's home. They confidently explore their surroundings and choose what they want to do.
- Overall, children make good progress from their starting points. The childminder is aware of how children learn and develop. Prior to children attending, she gathers information from parents and completes baseline assessments to help identify what children already know and can do. Regular assessments help her to check children's development. However, although the childminder completes progress checks when children are aged two years, these currently do not include areas where children may need additional support. Therefore, the childminder does not always focus precisely enough on specific areas of development where children need extra help.
- Children benefit from a range of opportunities to explore the outdoors. For example, they play in the well-resourced garden and visit local parks. Children display good physical skills as they confidently push themselves along on

bicycles.

- Children behave well. The childminder sets clear rules and boundaries to guide their behaviour and keep themselves safe. For instance, she gently reminds children to tidy toys, so they do not trip over them and harm themselves. Children happily follow instructions, share and take turns.
- The childminder incorporates mathematics into children's everyday experiences. Children regularly count and use numbers throughout their play. During physical activity, the childminder includes positional language. For instance, as children jump up and down, she comments that they are sometimes high and then low. She demonstrates this by helping them to jump higher.
- Overall, the childminder supports children's communication and language well. Throughout her interactions with children, she introduces new words to help extend their vocabulary. Children happily engage in two-way conversations with the childminder. For instance, they talk about the squirrels they can see in the garden and comment they are hanging from the trees. However, occasionally, the childminder asks children too many questions and does not allow them time to think and respond.
- Children show a good understanding of the importance of making healthy food choices. The childminder provides them with healthy meals and snacks, including fresh fruits and vegetables. During mealtimes, the childminder and children discuss what they are eating, and children comment that the fruits taste nice.
- Partnerships with parents are good. The childminder builds positive relationships with them. She keeps in regular contact with them and provides regular updates on children's progress and the experiences they have enjoyed. Parents comment that they appreciate the clear and precise information about children's development and the many activities that are offered.
- The childminder is committed to her role and ongoing professional development. She makes good use of online courses to give her a deeper understanding of how children develop and keep up to date with current legislation.

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 further progress checks completed on children between two and three years to highlight where they may need additional support
- strengthen teaching skills to provide children more time to think and respond to questions.

Setting details

Unique reference number	EY217859
Local authority	Hampshire
Inspection number	10317335
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	6
Number of children on roll	6
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2002 and lives in Yateley, Hampshire. The childminder sometimes works with an assistant. She operates for most of the year, from 7.30am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She has an early years degree.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the childminder.
- The inspector had a tour of the areas of the home used for the childminding provision.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector observed the interaction between the childminder and the children and assessed the impact of teaching on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.

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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