

Childminder report

Inspection date: 12 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive in the care of the attentive childminder. They are confident and independent. Children benefit from plenty of encouragement, praise and support for their learning. The childminder supports their self-esteem well. Children show they feel very safe and secure in the childminder's care, actively seeking cuddles and warm hugs from her.

The childminder is a positive role model for children. She has high expectations for children and they demonstrate they know these well. For instance, children tell each other not to touch a box of tools, and how they need to share and say please. The childminder swiftly steps in to support children when they occasionally struggle to manage their feelings and emotions. Children's behaviour is good and they develop positive social skills as they play.

The childminder provides a safe and stimulating environment for children to play and learn in. They independently make choices about where to play and what to play with. Children are curious and adventurous learners. They listen attentively to what the childminder says to them. Children play together cooperatively and learn to take turns with resources and when speaking. They learn many skills to support them to move on to the next stage in their education.

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

- The childminder has a well-thought-out curriculum in place for children. She has a clear understanding of how children learn and what to teach children. There is a strong focus on meeting children's emotional needs so that they are ready to play and learn.
- The childminder knows the children well. She uses their interests to plan engaging activities that support their learning. The childminder skilfully teaches children new skills, such as weaving. Children are interested and keep on trying as they explore how to make patterns with wool. They take pride in their achievements and show a 'can-do' attitude.
- Children benefit from excellent support for their communication development. The childminder teaches children new words, such as the core in an apple and what reversing means. The childminder repeats back what children say so they hear words spoken correctly. Children hear many words which they use very capably. For instance, younger children talk about 'vehicles'. They develop into confident communicators.
- Children enjoy many opportunities to experience the wider world. They meet up with other local childminders and visit the local farms, parks, and zoo. Children meet different people and play with a wider network of children. They have good support for developing positive social skills and interactions with others.

- The childminder helps children to build on what they already know and can do. She encourages conversations to help children understand and further their learning. However, occasionally, she does not allow enough time for children to think things through and come up with their own ideas and suggestions. This does not fully support children's thinking skills.
- Overall, the curriculum for literacy is good. For instance, all children enjoy making marks and learn that print carries meaning, such as their written names. At times, though, the childminder does not precisely support the older children's early literacy skills. On occasion, she does not match her teaching to children's individual learning needs in this area.
- The childminder supports children to develop active and healthy lifestyles. She supplies nutritious meals and snacks for children. They have plenty of opportunities to be physically active, including when taking part in the daily school collections. The childminder promotes children's good health, such as through effective hand washing before eating.
- The childminder is proactive in seeking out opportunities to develop her skills and knowledge. She uses these to help her reflect on her good quality practice and identify where further developments can be made.
- The childminder builds positive partnerships with parents and other early years settings that children attend. This is a real strength. Effective communication with parents keeps them fully informed about their children's time in the childminder's care. She shares regular updates and ideas of how parents can support their children's learning at home. There are high levels of continuity for children's care and learning.

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:

- strengthen teaching skills in supporting children to further develop their critical thinking skills
- refine activities for older children, particularly those linked to developing their emerging literacy skills, so that they are more precisely tailored to support children's individual learning needs.

Setting details

Unique reference number	EY497667
Local authority	Hampshire
Inspection number	10308590
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 March 2018

Information about this early years setting

The childminder registered in 2015. She lives in Church Crookham, Hampshire. The childminder provides care from 7.30am to 6pm, Monday to Friday, throughout the year. The childminder receives funding for free early education for children aged two, three and four years.

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 showed the inspector the premises and discussed how they ensure it is safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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