

Childminder report

Inspection date: 12 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly by the caring childminder. They are happy and confident, and settle with ease in the childminder's homely environment. Children who need extra support receive good and prompt attention in the form of cuddles and reassurance. They thoroughly enjoy their time at the setting. The childminder engages children in conversation as they talk about insects that children are drawing and work out how many circles they need to create a caterpillar's body. Children are supported to develop their language skills and learn new words during singing activities, which they enjoy. The childminder skilfully and consistently asks questions that are designed to support children's independent thinking. As a result, children are confident to share their views.

The childminder is incredibly patient with children and happily follows their lead. Children benefit greatly from the opportunities that the childminder provides for them to experience and explore the world around them. For instance, on walks to the woodland, children participate in forest-school activities, such as using tools to shave sticks and make fires. They enjoy imaginative play while creating mud monsters. Furthermore, they develop an interest in and respect for nature while observing and discussing trees, plants, and wildlife in the natural habitats. Children demonstrate the impact of the curriculum as they recall facts about insects.

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

- The childminder is extremely passionate about her role. She demonstrates her commitment to supporting children's learning and development through the wide range of opportunities that she provides for children. The childminder regularly takes the children out in the local area. This enhances their knowledge and understanding of the local community. For example, they go on trips to the library and mill, where they learn to make flour. Their physical development is supported well. For instance, they go on trips to the park and access the childminder's garden.
- The childminder has created a broad and varied curriculum. She has a good knowledge of children's individual starting points and tailors children's learning to their ages and stages of development. The childminder uses children's interests to plan activities, which she skilfully sequences. For instance, she uses children's fascination with insects to teach them about lifecycles. Children enjoy listening to 'The Very Hungry Caterpillar' story and creating their own habitat for caterpillars and butterflies. The childminder plans specific activities that help to develop children's early mathematics skills. However, at times, she does not recognise opportunities to support children to use mathematics independently and strengthen their understanding further, such as how to count in sequence.
- The childminder has a positive approach to her continuous professional

development and has completed mandatory training. She connects with other childminders to share good practice and ideas, and attends regular webinars. However, she has not developed a full and secure understanding of special educational needs and/or disabilities referral pathways to ensure that children are supported effectively.

- Parents are extremely positive about the service that the childminder provides. They comment on the 'care and warmth' that she provides to children, which they value greatly. The childminder creates a home-from-home environment. She communicates well with parents and keeps them updated about children's progress.
- The childminder works hard to teach children about healthy lifestyles and how to look after themselves. She provides healthy foods and encourages children to prepare the food themselves. For example, children wash and dry their hands before using safety knives to cut fresh fruit, and clean the table before snack. These opportunities support children's independence and overall good health.
- The childminder has high expectations for children's good behaviour. Children behave very well. The childminder is kind and respectful during her interactions with children. She gently and consistently reminds children of the rules, such as not jumping on the sofa, to help to keep them safe. Children demonstrate their understanding by responding promptly. Furthermore, the childminder takes the time to ensure that children fully understand by explaining the consequences of their actions.
- The childminder prepares children well for the next stage of learning. She has established close links with schools and other early years settings that children attend. The childminder understands the importance of working in partnership with everyone who provides care for a child. She shares information with them about children's progress. This provides continuity for children and supports their transition to school.

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:

- improve knowledge and understanding of special educational needs and/or disabilities referral pathways to ensure that children are supported effectively
- build on activities that teach children early mathematics to further develop their independence and understanding of counting in sequence.

Setting details

Unique reference number	EY137297
Local authority	Hampshire
Inspection number	10317307
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	3 to 8
Total number of places	8
Number of children on roll	8
Date of previous inspection	21 May 2018

Information about this early years setting

The childminder registered in 2002. She lives in Compton, near Winchester, Hampshire. The childminder provides funded early years education for two-, three- and four-year-old children. Opening hours are Monday from 8am to 5.50pm, and Tuesday to Thursday from 7.30am to 5.30pm all year round, except for family holidays and bank holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector
Loretta Murphy

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 provision.
- The inspector had a tour of areas of the premises that are used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector read written comments provided by parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times during the inspection.

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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