

Childminder report

Inspection date: 22 May 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 Good

What is it like to attend this early years setting?

The provision is good

Children are extremely happy in the childminders care and thoroughly enjoy their time within the homely environment. The childminder who is attentive and kind, forms secure relationships with the children. She knows the children well and provides them with reassurance and cuddles as they need it. This helps children feel safe and secure.

The childminder has high expectations of children's behaviour. She is polite and respectful, which the children replicate in their own interactions with each other. For example, they take turns and thank each other as they share resources. Children build good relationships with their friends. For instance, they happily sing songs and enjoy dancing together. The childminder encourages children to persevere during activities and praises them for their achievements such as, when they complete puzzles. Children are supported well to develop positive attitudes to learning.

Children have fun playing together in the large garden. For example, they delight at kicking footballs and throwing bean bags. The childminder extends children's learning through their chosen activities. For instance, she shows the children how they can throw the bean bags into a container. The children enjoy celebrating with the friends as they get the bean bags in the container. Furthermore, the childminder provides them with many experiences outside of the setting. For example, she takes the children to a playgroup, the park, the woods and a local farm. This supports children's learning and development and expands their knowledge of the wider world around them.

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

- The childminder places a strong focus on promoting children's early literacy skills. The older children excitedly take part in telling stories with the childminder. For instance, they enjoy posting pieces of knitted fruit into the caterpillar's mouth, as the childminder reads 'The Hungry Caterpillar' story. Furthermore, the older children delight in re-reading this story to each other and confidently repeat phrases from the book. Younger children enjoy sitting in the cosy area with the childminder, looking at books and listening to stories. This helps the children to develop a love for books and reading and supports them to develop their spoken language and vocabulary.
- The childminder undertakes training that will further enhance her practice and knowledge. For example, she completes regular online training, including specific training to meet children's individual needs. She is strongly motivated to drive improvement in her practice.
- The childminder plans a broad curriculum that covers the different areas of

learning. She understands how to identify what children need to learn next and includes this in her activities. However, the childminder does not always consider how to adapt her curriculum further to support younger children more consistently. This means, on occasion, younger children's development is not fully supported through engagement in purposeful learning.

- The childminder incorporates mathematics into all activities by encouraging mathematical language. For instance, the childminder introduces big, small, whole and half, as children compare items of fruit. Furthermore, children explore the concept of heavy, light, empty and full, as they fill containers with sand and coloured rice in the garden. This helps provide children with a secure foundation that will support their future learning.
- The childminder organises her provision so that children can independently access resources and make choices in their play. Children enjoy the creative activities that the childminder provides. For example, children eagerly follow the childminder's instructions to create a picture of a butterfly and a caterpillar. However, at times, the childminder does not give children opportunities to make their own decisions about their creations. This does not always support children to continually develop their curiosity and creativity.
- Children start to gain an understanding of how to keep themselves safe and healthy. For instance, the older children independently wash their hands, and the childminder supports the younger children to do the same. She explains to the children why washing your hands is important. Children learn how to keep themselves safe when using knives to cut fruit. For example, the childminder helps the older children with cutting techniques, while the younger children watch. They discuss the healthy food, while the older children count out the fruit and share it with their friends.
- The childminder has good relationships with parents. She shares daily feedback regarding children's learning and development. Parents value the advice that she provides to further children's learning at home. The childminder works in partnership with other professionals, local schools and early years settings. This helps children experience continuity in their 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:

- adapt the curriculum more precisely for younger children to help them engage consistently in purposeful learning

- strengthen support for children to explore, make their own choices and develop their creativity.

Setting details

Unique reference number	111194
Local authority	Hampshire
Inspection number	10348830
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 4
Total number of places	4
Number of children on roll	7
Date of previous inspection	4 October 2018

Information about this early years setting

The childminder registered in 2000 and lives in Waterlooville, Hampshire. She operates her service from 7.30am to 5pm Monday to Thursday, for most of the year. The childminder has a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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