

Childminder report

Inspection date: 12 June 2024

The quality and standards of early years provision	This inspection	Met
---	------------------------	------------

	Previous inspection	Met
--	---------------------	-----

Summary of key findings

This provision meets requirements

- The childminder understands the importance of being a reflective practitioner. She is proactive in making changes to improve her practice. For example, she has recently reviewed and made changes to the areas that children have access to. This helps her to monitor the children at all times. The childminder is committed to keeping children safe. She keeps her knowledge and understanding up to date through training, such as first aid and safeguarding. The childminder regularly liaises with the local schools to provide continuity of care. The childminder can talk confidently about her role in caring for children and giving them the best possible experience.
- The childminder demonstrates she understands the importance of keeping children safe from online abuse. She explains she provides parents with information and tips to help keep children safe while online. She talks about monitoring children while using their devices and talks to children about the choices they make when they play games online.
- The childminder explains she consistently carries out risk assessments to help keep children safe. For example, children do not currently have access to the garden area until a boundary fence is installed. However, the childminder ensures that children have access to fresh air and exercise while on trips to the local park.
- Parent partnerships are strong. The childminder updates parents daily about their children's time at the setting. She provides extra support when required, such as helping parents to manage children's bedtime routines and tips for fussy eaters. Furthermore, she attends school meetings to further support families. Parents show that they value the childminder. For instance, parents invite the childminder and her family to their celebrations, such as barbeques and birthday parties.
- The childminder demonstrates she understands that promoting children's confidence and independence is vital. For instance, the childminder provides a rich variety of interesting resources which are easily accessible to children. The childminder explains that children enjoy playing games. Older children teach younger children to play games, such as number games and popular card games. This helps children to develop good relationships with each other.
- The childminder explains that she regularly takes children on outings to support their understanding of community. For example, she talks about children enjoying trips to role-play centres which focus on life during Victorian times. This supports children to understand how communities have changed over the years.
- The childminder is committed to providing support for children's positive behaviour. She explains that she models respectful behaviour to children at all times. The childminder talks about providing children with clear behavioural expectations, such as younger children holding her hand and older children walking beside her while walking to and from the school gate. This further helps to keep children safe and secure.
- The childminder explains that children are confident interacting with her pet dog.

She demonstrates she understands the importance of teaching children about boundaries, rules and procedures related to domestic animals to help keep themselves safe. Furthermore, the childminder ensures the dog has time away from children in a locked crate when required. She understands the importance of informing parents about her dog and sharing the risk assessments she has in place to ensure children's safety.

- The childminder is committed to ensuring that her provision is inclusive for all. For instance, she uses words from children's home language to help them feel valued and understood. She explains that she incorporates celebrations from different cultures, such as Diwali, Christmas and Chinese New Year. This supports children to learn about other faiths and beliefs different to their own.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	EY434490
Local authority	Hampshire
Inspection number	10347038
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	5 to 14
Total number of places	7
Number of children on roll	7
Date of previous inspection	13 August 2018

Information about this early years setting

The childminder registered in 2011. She lives in Andover, Hampshire. The childminder cares for children aged four and over, before and after school and during the holidays. She holds an appropriate qualification at level 3.

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.
- The inspector viewed the provision and talked to the childminder about the safety and suitability of the premises.
- The inspector viewed a sample of key documentation on request.
- The inspector spoke to the childminder about how she promotes children's personal development.
- The inspector spoke to the childminder about how she promotes children's behaviour.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024