

# Childminder report

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Inspection date: 12 November 2024

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 develop very good relationships with the childminder and demonstrate that they feel happy, safe and secure in her care. The childminder provides an inclusive, warm and welcoming environment for all children and their families. Children show a positive attitude to learning. They exhibit high levels of self-esteem and excitedly make independent choices in their play.

Children make good progress from their starting points. They show high levels of motivation to learn and demonstrate their previous experiences during their play. For example, they use dough to make 'birthday cakes' and add candles to these. The childminder uses these opportunities to develop their mathematical skills further. For instance, she encourages them to count the number of candles on the 'cake'. Children confidently count to ten independently and to sixteen with support from the childminder.

Children successfully develop an awareness of their local community and the people within it. The childminder regularly takes them to the local library for story and singing sessions and for visits to local places of worship. These positive experiences help children to develop good social skills and learn to value and respect the similarities and differences between themselves and others.

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

- The childminder places a good focus on supporting children's communication and language skills. Stories, singing and rhymes are incorporated into the everyday routines. Children listen with interest to familiar stories and sing their favourite songs. They develop speaking skills appropriate to their age and stage of development. For example, they repeat familiar words and phrases and have two-way conversations with the childminder.
- The childminder interacts effectively with children, and overall teaching is good. For example, during her discussions with children she asks them questions to check what they know and remember. However, at times, she does not encourage children to think through how to resolve challenges for themselves. For example, during creative activities she occasionally steps in to complete activities for them. This does not fully support children to develop their problem-solving skills.
- The childminder provides children with a range of opportunities to complete tasks for themselves. She uses daily routines to build on children's independence skills. For example, during snack time, children wash their own hands, set the table, and choose and peel their fruit. Children tidy up their toys after playing and confidently put on and take off their own shoes.
- The childminder promotes children's overall health and wellbeing effectively.

Children benefit from healthy meals and plenty of fresh air and exercise. The childminder encourages them to learn how to keep themselves safe. For example, she allows children to use safety knives to cut up fruits for snacks. As they do this, she reminds them that knives can be sharp, and they must always be seated when using them.

- Overall, children's behaviour is good in relation to their developmental stages. The childminder is friendly and nurturing in her approach to managing behaviour. Children are gently distracted and spoken to about any unwanted behaviour. However, at times, the childminder does not always remind children about the rules, such as how to use toys safely. This means that children do not always understand the consequences of their actions and how these have an impact on others.
- Partnerships with parents are strong. The childminder ensures that she involves parents in every aspect of their children's learning and development. For instance, she shares information with them about their children's progress and makes suggestions on how they can support learning at home. Parents remark on how much their children enjoy being with the childminder. They comment that they appreciate the many activities she provides for children, to keep them engaged and motivated to learn.
- The childminder has completed all mandatory training to ensure she has a good knowledge and understanding of how to promote children's safety and welfare. However, she does not have a precisely focused plan for her continuous professional development, to help her further develop the provision she offers.

## **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:**

- provide consistent opportunities for children to complete tasks to enhance their problem-solving skills
- help children to understand behaviour expectations and the impact their behaviour has on themselves and others
- focus more on ongoing professional development opportunities to help develop knowledge and skills further.

## Setting details

<b>Unique reference number</b>	EY334847
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10359878
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	6 December 2018

## Information about this early years setting

The childminder registered in 2006. She lives in Church Crookham, in Fleet, Hampshire. The childminder operates Tuesday to Friday from 8am to 6pm, all year round. She holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- 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.
- The inspector took account of the views of parents through written feedback provided.

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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