

# Childminder Report

**Inspection date**

8 June 2015

Previous inspection date

9 October 2008

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder plans a range of adult-led activities and play experiences, which complement activities children do at their preschools, and helps to prepare them well for school.
- The childminder creates a welcoming and child-friendly environment. She organises the resources well to enable children to follow their interests and choose what they want to play with.
- The childminder fosters very good partnerships with parents and other professionals. She shares information through development records, daily diaries and regular discussions. This promotes a joined-up approach to children's learning and enables those involved in children's care to extend their learning effectively.
- Children are protected well. The childminder has a good understanding of her role and responsibility to safeguard children, and knows how to identify and report any concerns about a child's welfare.

### It is not yet outstanding because:

- The childminder does not always provide opportunities for older children to contribute to the risk assessment process and identify hazards for themselves. To help extend their awareness of how to keep themselves safe.
- The childminder does not always make the most of opportunities to extend children's ideas and thinking skills during their play and activities, to develop their learning further.

## What the setting needs to do to improve further

**To further improve the quality of the early years provision the provider should:**

- raise children's understanding of safety further and provide opportunities for them to identify dangers for themselves within the environment
- encourage children to think for themselves and develop their imagination skills further during play and planned activities.

## Inspection activities

- The inspector observed activities in the childminder's home and in the garden.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector sampled a range of policies and procedures.
- The inspector looked at children's assessment records.
- The inspector took account of the written views of parents.

## Inspector

Hazel Stuart-Buddery

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder's quality of teaching is good. She has a stimulating environment and displays a range of pictures, posters, print and signs to help develop children's early-literacy skills from a young age. Children engage happily in play and use their imagination, for example, as they play 'schools'. Children sing and write on the board, and the 'teacher' provides a stamp when they have done well. Children demonstrate confidence as they write numbers on the board and draw pictures. However, the childminder does not always take opportunities to ask questions that encourage children to think for themselves or extend their imagination further. Children develop physical skills as they make shakers using a range of different materials. They carefully use scoops and jugs as they pour rice, and use small tweezers to pick up beans and put them into bottles. Children enjoy decorating the bottles and shake them enthusiastically, listening carefully to the noise they make.

### **The contribution of the early years provision to the well-being of children is good**

Children are happy, relaxed and confident. They form strong bonds with the childminder and happily involve her in their play. They listen carefully to instructions given to them and accept happily when they have to come in from the garden for lunch. Children learn about healthy lifestyles and spontaneously wash their hands before lunch. They confidently use liquid soap and have their own towels to dry their hands on to help prevent the spread of infection. Children enjoy healthy lunches, provided by the parents, and have access to water through the day. Children are encouraged to pour their own drinks at snack time, which prepares them well for school. Children enjoy playing outside. They use their legs effectively to give them momentum while on the swing. Children are well behaved. They share and take turns, listen to instructions and know what is expected of them.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good understanding of the Early Years Foundation Stage requirements, and meets them well. She knows the children well and observes, and tracks their progress regularly. The childminder completes an evaluation of her practice and includes the views of parents and children. Parents report they are happy with the service the childminder provides. The childminder has undertaken a range of training to extend her knowledge and understanding further. For example, observation and planning, this has a positive impact on the children. The childminder uses risk assessment to identify and minimize hazards within the environment. However, she does not always provide opportunities for children to identify hazards for themselves to strengthen their understanding of how to keep themselves safe.

## Setting details

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY368731       |
| <b>Local authority</b>             | Hampshire      |
| <b>Inspection number</b>           | 829097         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 8          |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 5              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 9 October 2008 |
| <b>Telephone number</b>            |                |

The childminder registered in 2008. She lives in Aldershot, Hampshire. She works Monday to Friday, all day, for most of the year.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

