

# Childminder Report

**Inspection date**

9 June 2015

Previous inspection date

1 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Met	<b>2</b>
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 knows the children in her care well and uses her knowledge to accurately monitor and plan for their next steps in learning. As a result, children make good progress in their learning in relation to their starting points.
- The childminder plays well with the children and supports their communication and language skills effectively within their chosen activities. Consequently, children are interested and motivated to learn.
- Children have good relationships with each other and the childminder. They play well together and behaviour is good.
- The childminder establishes positive relationships with parents and has good methods in place to relay communications. This contributes to children's welfare and well-being.
- The childminder demonstrates a strong commitment to making ongoing improvements to the quality of care and learning for children.

**It is not yet outstanding because:**

- Children have fewer opportunities to access and explore toys and resources that promote their technology development for understanding the world.

## What the setting needs to do to improve further

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

- increase the variety and availability of toys and resources that extend children's understanding of the world.

## Inspection activities

- The inspector observed activities in the sitting room, kitchen/dining area and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at tracking documentation, children's learning journeys, the childminder's development plan and a range of policies and children's records.
- The inspector observed the children's care routines, such as nappy changing and settling for a nap.
- The inspector gave feedback to the childminder at the end of the inspection.

## Inspector

Tracy Bartholomew

## Inspection findings

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

The quality of teaching is good. The childminder successfully interacts with the children to promote their learning and development. She engages well with the children and talks consistently to them to extend their chosen play experiences. For example, younger children explored the coloured beads, enjoyed making marks as they drew and the childminder introduced discussions about numbers. The childminder provides a good range of experiences for the children to extend their interest and to advance their skills. Children enjoy using toys that support their physical skills, such as bouncing balls and building with blocks. Children's mathematical skills are encouraged as the childminder discusses with them the patterns and shapes they make with water pens.

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

Children are happy and confident in the care of the childminder. They enjoy the childminder's company and react enthusiastically to singing time and story sacks. The childminder encourages children to manage their own personal care, such as feeding themselves at mealtimes. This helps to promote children's future learning and school readiness effectively. The childminder provides ample opportunities for children to be out in the fresh air. They regularly visit places of interest, such as the zoo, woodlands, parks and trips to the library. These outings, combined with the well-resourced outdoor play area, help to promote children's physical development and understanding of a healthy lifestyle.

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

The childminder has a good awareness of the requirements of the Early Years Foundation Stage. She has an accurate understanding of her role and responsibility to help safeguard children's welfare due to the recent higher level safeguarding training she has undertaken. This has helped to strengthen her knowledge further and she is fully aware of the correct procedures to follow in the event of any concerns. The childminder has a detailed self-evaluation and she encourages parents to offer their views and opinions to strengthen the provision. At present the childminder does not care for any children who attend other early years settings, although she demonstrates a strong understanding of how to promote continuity of care. Parents clearly think highly of the childminder. They comment on how effectively she helps children to progress and they appreciate her calming influence.

## Setting details

<b>Unique reference number</b>	160865
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	908746
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 May 2012
<b>Telephone number</b>	

The childminder registered in 1998. She lives in the village of Whitchurch in Hampshire. She operates weekdays for most of the year. The childminder has an early years childcare qualification at level 3.

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

