

# Childminder Report

**Inspection date**

7 June 2016

Previous inspection date

12 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder is caring and friendly. Children respond happily to her and form secure attachments. This effectively supports children's emotional well-being.
- The childminder provides a good variety of activities that encourage children's play and participation. Children enjoy their play, are motivated to learn and make good progress.
- Children benefit from the positive partnerships the childminder forms with their parents. She regularly shares information on children's progress and next steps with parents. This effectively develops a continuous approach to children's care and learning needs.
- The childminder supports children's good health and physical well-being effectively and they develop positive attitudes to exercise. She provides a wide range of opportunities for children to use up their energy while having fun.
- The childminder continues to evaluate the strengths of her practice and identifies where she can make improvements. She is keen to develop this further and support good outcomes for children.

### It is not yet outstanding because:

- The childminder does not give children easy access to toys and play resources or check their use, so that they can develop their ideas in all areas of learning.
- At times, the childminder does not give sufficient warning of when activities are due to change. This sometimes interrupts children's concentration and enjoyment of their play.

## What the setting needs to do to improve further

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

- make toys and resources more easily accessible to children and check their use of them to give them more choice in developing their ideas in all areas of their learning
- minimise interruptions to children's play and fully support their concentration and enjoyment of the activities they choose.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those relating to suitability.
- The inspector had discussions with the childminder.
- The inspector took into account the written and spoken views of parents.
- The inspector discussed self-evaluation with the childminder.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of her responsibility to protect children's welfare and she updates her knowledge of child protection. She has worked hard to develop her practice since the last inspection. For example, she has implemented new systems of tracking children's achievements and this has improved how she monitors their overall progress. In addition, the childminder often meets with other childminders and uses the internet to gain new ideas for activities and support children's learning.

### Quality of teaching, learning and assessment is good

The childminder supports children's next steps in learning well through the activities they enjoy. She actively encourages children's understanding of the world. For example, they like to use magnifying glasses to look closely at the moss, ladybirds and a spider's web they find outside. The childminder carefully reinforces children's communication skills and supports their mathematical awareness effectively. For example, children enjoy stories with repetitive phrases. They start to recognise numbers that are of personal significance, such as their age and eagerly say, 'I'm three'. They talk about the different shapes and numbers they see on gates, houses and lamp posts on their walks. Children begin to compare and solve simple problems. For example, they excitedly rolled toy cars down a wooden plank and decided which was the fastest or slowest, and worked out how to manoeuvre a toy wheelbarrow.

### Personal development, behaviour and welfare are good

Children are settled and happy with the childminder and move around easily in their play. They behave well and respond positively to frequent praise, developing good self-esteem. Children talk confidently about the photographs they see of themselves and their friends, showing a positive sense of belonging. Children develop good physical coordination and balance skills. For example, they had great fun throwing wet sponges at number targets drawn on a blackboard. They smiled with delight as they energetically rode a toy truck along a specially designed track. Children benefit from playing outside regularly. They often go for walks to parks or to see the ducks, geese and swans at the nearby lakes.

### Outcomes for children are good

Children are well prepared for their move to school. They develop good independence and self-care skills. For example, they know to take their shoes off indoors and put these on by themselves when going to play outside. They go to wash their hands after blowing their noses and understand this helps to get rid of germs. Children enjoy listening to stories and gain confidence in communicating and initiating their ideas with their friends. They develop good concentration and use of imagination. For example, they had fun pretending they were going on an aeroplane on holiday with their friends.

## Setting details

<b>Unique reference number</b>	111776
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1048588
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 April 2013
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Andover in Hampshire. The childminder cares for children Monday to Friday, all year round. She holds a 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 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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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 2016

