

# Childminder Report

<b>Inspection date</b>	13 June 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 has a good partnership with parents, which helps to provide consistency in children's care and learning. Children make good progress.
- The childminder is aware of the importance of continual professional development. She has attended various courses that have influenced her practice positively. For example, a safeguarding course has improved her knowledge of how to keep children safe.
- The childminder is a reflective practitioner. She monitors children's progress and identifies any gaps in development and provides the appropriate support.
- Children show a strong attachment to the childminder. For example, they cuddle her and she praises them regularly, building their positive self-esteem.
- The childminder teaches children how to respect and value one another. For example, she gives children simple explanations about what makes them similar and different from each other.
- The childminder prepares children well for school in a number of ways. For example, she begins to sound out words for letter recognition.

### It is not yet outstanding because:

- The childminder does not always make the best possible use of all opportunities to support children's understanding of mathematics.
- The childminder does not always seek the views of the children when trying to identify ways to improve the quality of their experiences at the setting.

## What the setting needs to do to improve further

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

- make the best possible use of all opportunities to promote children's understanding of mathematics
- involve children more in helping them to identify areas they think could improve their experiences at the setting.

### Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including that relating to planning, children's development records, policies and procedures.
- The inspector took into account the written views of parents.
- The childminder gave the inspector a tour of the premises.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding and what to do if she has a concern about a child's safety or welfare. She understands her role in protecting children and keeping them safe from harm. She keeps up to date with any legislative or practice changes and shares this information with parents. The childminder has a good relationship with parents and other settings. She shares information effectively and encourages parents to share information about activities they undertake at home for the children to continue their learning. For example, after a child became interested in colours, the childminder shared the activity to continue at home. The childminder attends training, such as a recent course on play, which has resulted in her making better provision for those children who learn better outside.

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

The childminder has a variety of equipment and resources. She knows each child very well and adapts her practice to suit their individual needs. For example, she engages younger children by using gestures and sounds, and extends vocabulary by adding words for older children. The childminder asks children challenging questions to help them begin to think for themselves. For example, she asked children why fire fighters wear hard hats. Children play happily together. They learn how to share and take turns. Children learn skills that will help in their future learning. For example, they tidy away toys as they finish each activity. Children are confident to choose their own resources.

### Personal development, behaviour and welfare are good

The childminder is a good role model and children's behaviour is very good. For example, they play well together and are kind to each other. Children are motivated and independent learners who are able to choose their own activities. They learn about being healthy. For example, they choose fruit and vegetables for their snack and understand how food affects the body. The children develop good physical skills through a wide range of interesting experiences. For example, visiting farms, playgroups, the beach and parks. The childminder provides good opportunities for children to learn about different cultures and disability. For example, she takes them to a local craft bank staffed and run by adults with disability.

### Outcomes for children are good

Children are aware of their own needs and are beginning to learn how to manage them. For example, some children can put their own shoes on and visit the toilet on their own. They develop secure communication and language skills that prepare them for the next stage in their learning. Children communicate well with others and develop a good vocabulary. Children gain a good knowledge about the world in which they live.

## Setting details

<b>Unique reference number</b>	EY487119
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1010201
<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>	2 - 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder is newly registered in 2015. She lives in the Waterlooville area of Hampshire. The childminder operates her service Monday to Friday, from 7.30am to 6pm.

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

