

# Childminder Report

<b>Inspection date</b>	6 July 2016
Previous inspection date	11 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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 provides a safe and welcoming environment where children build warm and trusting relationships with her, her assistant and one another.
- Children are keen to take part in a broad range of interesting activities. The childminder provides an extensive range of play equipment and resources that children select independently, extending their own play and learning.
- Children make good progress. The childminder and her assistant know children well as individuals. The childminder monitors children's development effectively, helping her to identify and address gaps in their learning quickly.
- The childminder establishes effective partnerships with parents and other early years professionals, which help her to meet individual needs well. Parents report positively on how well they are kept informed about their children's learning and development.
- The childminder and her assistant continue to develop their professional knowledge to benefit the children's learning. For example, the childminder has developed the book area to further encourage children's interest and early literacy skills.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to encourage children to solve problems and think for themselves.
- The childminder does not consistently help children learn accurate words when talking with them to further promote their language skills.

## What the setting needs to do to improve further

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

- extend opportunities for children to solve problems for themselves to challenge their thinking further
- make the most of opportunities to consistently model the correct version of words during children's activities.

### Inspection activities

- The inspector observed children's activities in the childminder's home and garden.
- The inspector talked to the childminder and her assistant about children's activities and progress.
- The inspector looked at a sample of documents, which included the childminder's self-evaluation, policies and procedures, and children's progress records.
- The inspector took account of parents' views obtained in person and from letters they had written.

### Inspector

Brenda Flewitt

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has addressed the action and recommendations set at the last inspection successfully. Her self-evaluation helps to identify areas for development. For example, she has re-arranged her home to provide a stimulating area that encourages children's exploration and learning. Safeguarding is effective. The childminder and her assistant have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. The childminder works well with her assistant and monitors her teaching practice effectively. They meet regularly to discuss the children's development and ideas for improvement. For example, the new methods for recording children's progress have involved parents further in their children's learning.

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

The childminder has a good understanding about the different ways that children learn, through play and meaningful experiences. From a young age, children are confident to explore, investigate and experiment. For example, children looked at how ice cubes changed as they melted and enjoyed using equipment, such as syringes, brushes and rollers to transfer water. They showed a good understanding of numbers as they drew targets to aim at. The childminder takes children on regular outings in the local community; for example, activities include meeting people, learning about nature and developing an understanding of the world around them. Children experience interesting activities such as travelling on public transport, learning how sausages are made, and pond dipping.

### Personal development, behaviour and welfare are good

Children are happy, settled and secure. The childminder teaches children to consider others, and to be caring and kind. Children learn to take turns and share toys; they enjoy experiences with their friends. Older children like to help the younger ones in their activities. The childminder praises children regularly, helping to boost their self-esteem and confidence. The childminder encourages healthy lifestyles well. For example, she teaches children good routines for caring for their bodies and enables them to make choices from healthy food options. Children have opportunities for fresh air and exercise every day, such as playing in the garden, visiting play parks and going for walks.

### Outcomes for children are good

All children make good progress. Children learn skills that help prepare them well for starting school. For example, children are confident and enthusiastic learners. They relate well to other people and learn how to be part of a harmonious group. Children become increasingly independent, for example in managing their clothes and using tools to prepare food. They develop good early literacy skills, such as recognising familiar words and drawing recognisable figures.

## Setting details

<b>Unique reference number</b>	120728
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1048629
<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>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 February 2014
<b>Telephone number</b>	

The childminder registered in 2001. She lives Hordle, Hampshire and works with an assistant. The childminder offers childcare every day, all year round except for her holidays. She holds an early years qualification at level 3 and receives funding to provide early years education for children aged two, three and four years.

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

