

# Childminder Report

**Inspection date**

14 July 2016

Previous inspection date

2 March 2015

<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

- Children make good progress. The childminder provides a wide range of activities, resources, and outings to build on children's interests and skills. Children are motivated and confident learners who enjoy the childminder's involvement in their play.
- The childminder develops children's self-esteem and emotional well-being particularly effectively. She encourages children to recognise emotions and talk about how they feel. For example, children identify and explore emotions as they identify the behaviours of characters in their imaginative small-world play.
- Effective partnerships with parents encourage information sharing and contribute significantly to the good level of targeted support and encouragement children receive. Face-to-face daily conversations, observations, and summaries of children's progress help to keep parents well informed and involved in their children's learning.
- The childminder has positive relationships with other professionals to enable her to provide continuity in children's care and education.

### It is not yet outstanding because:

- The childminder does not use self-evaluation as well as possible to address any weaknesses in her provision promptly, to further benefit children's experiences.
- The childminder has identified a need to precisely target her professional development to ensure teaching enables children to achieve the highest possible level of attainment.

## What the setting needs to do to improve further

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

- take all possible steps to address identified aspects for improvement promptly and raise the quality of children's experiences even further
- target professional development to further enhance teaching skills to help children achieve the highest possible level of attainment.

### Inspection activities

- The inspector toured the premises and viewed resources with the childminder.
- The inspector observed the children and the childminder at play and discussed the activities with the childminder.
- The inspector examined the records and documents provided by the childminder.
- The inspector took the views of parents into account.
- The inspector discussed the self-evaluation process with the childminder.

### Inspector

Lynne Lewington

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to report concerns if she is worried about the welfare of a child. She uses thorough risk assessments to support the safety of children in her care. The childminder keeps up to date with mandatory training. She seeks the views of parents and reviews the progress children make, to help her reflect on the quality of her provision. Since the last inspection, the childminder has improved her observation and assessment skills and now maintains all required records. The childminder regularly reviews the progress children make to ensure there are no gaps in their learning.

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

The childminder finds out about children's current interests and uses her knowledge of their skills to provide interesting activities and outings. She encourages their interests. The childminder provides children with many activities in the community and good opportunities for independent play in the home to extend their learning. She teaches children about the world around through their experiences and conversations. For example, children visit the beach. They examine and learn about the shells and pebbles they find. They experience travel on the ferry and train and learn about the jobs people do. The childminder knows how to ask questions which encourage the children to think and extend their play. For example, in response to the childminder's question, a child explains their imaginative play in detail. Children learn new words to describe what they see and use their experiences in role play. Opportunities to encourage children's communication, literacy and mathematical awareness are skilfully interwoven into all the activities.

### Personal development, behaviour and welfare are good

Behaviour is good. The childminder is a positive role model. She has clear and consistent behavioural expectations. She is sensitive to children's emotional needs and helps them adapt to change. This includes preparing children for the next stage in their education, both emotionally and intellectually. Under careful supervision, children develop an understanding of risk and learn what they can do to stay safe. Children benefit from many opportunities to socialise with adults and children in different situations. Children learn about healthy lifestyles. For example, they enjoy physical activities in the fresh air and natural light, and talk about healthy foods.

### Outcomes for children are good

Children demonstrate very good communication and language skills as they engage the childminder in imaginative play with animals, cars and building blocks. They experiment with the bricks and use mathematical language to describe what is happening. Children enjoy books and can write their names from an early age. They use technology with confidence and learn about living things. Children develop the knowledge and skills to equip them for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY309089
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1054541
<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 - 6
<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>	2 March 2015
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Gosport, Hampshire. The childminder works Monday to Friday, all year round. She has a level 3 qualification.

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

