

# Childminder Report

<b>Inspection date</b>	15 June 2017
Previous inspection date	17 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 teaches children well. She plans a wide range of enjoyable and interesting activities to support children in their learning. Children have plenty of opportunities to choose toys independently from a wide selection of quality resources.
- Children make good progress. The childminder completes detailed and regular assessments of children's development. She uses this information effectively to monitor children's individual progress and help them to achieve the next steps in their learning.
- Children successfully develop their language and communication skills. The childminder interacts well with children. For example, she speaks clearly, introduces new vocabulary and gives children time to think and respond.
- Children are confident, happy and relaxed in the childminder's care. They develop good independence and self-care skills, and complete small tasks for themselves. Their behaviour is good.
- The childminder establishes effective partnerships with parents and other professionals to provide a consistent approach in supporting children's care and learning. She gives parents ideas to help them to continue their children's learning at home.

### It is not yet outstanding because:

- The childminder does not consistently support children in exploring, developing and practising their early writing skills.

## What the setting needs to do to improve further

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

- extend the range of opportunities provided to support the development of children's early writing skills much more.

### Inspection activities

- The inspector observed the quality of the childminder's interactions with children and her teaching, and the impact this has on their learning.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at a range of documentation, including children's records, evidence of suitability and the childminder's training certificates.
- The inspector spoke to the childminder and children at various times during the inspection.
- The inspector took account of the views of parents through written evaluations and comments.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her responsibilities to help keep children safe. She knows the reporting procedures to follow should she have any concerns about their welfare. She completes regular checks on her home and resources to keep children safe. The childminder seeks and acts on the views of parents and other professionals effectively, for example, to help her evaluate what she does and to target areas for improvement. The childminder seeks opportunities to improve her own skills and knowledge. For example, she attends training and her strong links with her local childminding group help her to share good practice.

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

The childminder plans a good range of activities, including times when children can lead their own play. For instance, children enjoy pretending to be hospital doctors as they care for their dolls. The childminder regularly interacts with children during their play, such as arousing their curiosity about the purposes of the instruments in the toy medical kit. The childminder supports children's mathematical skills effectively. For example, in pretend time at the seaside, her questioning prompted young children to count the number of spades full of sand needed to fill their buckets. She challenged older children to think about the number of sand pies they might have if they added one or took one away from their growing number of pies.

### Personal development, behaviour and welfare are good

The childminder provides a friendly and caring environment. Children behave well, have good manners and are kind to each other. The childminder successfully helps them to become independent. For example, children enjoy cutting up their own healthy snack and helping to set the table for lunch. She supervises children attentively and promotes their good health. Children benefit from regular exercise. For instance, they like running around in the garden and using the climbing wall and slides. Children enjoy going on regular visits and trips in the local community, such as to the park, library, or music and movement groups. This helps to extend their knowledge of the world around them.

### Outcomes for children are good

Children make good progress and are well prepared for their next stage in learning and school. They are confident learners who engage well for long periods. They develop good physical skills, such as when pretending to be mechanics, they skilfully use toy tools to mend their toy cars. They develop an interest in people's jobs, such as that of a police officer, during their play with toy community vehicles. Children enjoy reading and eagerly choose books to look at or to share with the childminder. They develop their understanding of mathematics well. They recognise simple shapes in the playroom, such as rectangles.

## Setting details

<b>Unique reference number</b>	EY344006
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1092911
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 February 2015
<b>Telephone number</b>	

The childminder registered in 2006. She lives in Farnborough, Hampshire. She provides care from 7.30am to 6pm, although this is flexible, and is open all year except for family holidays. The childminder holds an appropriate early years 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 2017

