

# Childminder Report

**Inspection date**

15 August 2017

Previous inspection date

3 June 2014

<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 has completed relevant child protection training. She is alert for any sign that children are at risk and knows the procedures to follow in the event of any safeguarding concerns. As a result, children's welfare is well-supported.
- Children are happy, confident and settled in the childminder's care.
- The childminder supports children's learning well. As a result, they make good progress in their development and gain important skills which help them become ready for starting school.
- Children behave very well, supported by a childminder who skilfully teaches them appropriate ways to talk to and interact with their friends.
- The childminder is committed, enthusiastic and has a positive attitude to self-improvement.

### It is not yet outstanding because:

- The childminder does not use every opportunity to gather information from parents and other early years settings about children's achievements. Therefore, she does not have a comprehensive picture of what each child is capable of.
- Occasionally the childminder does not fully extend some children's learning. Her teaching does not always help maximise children's potential.

## What the setting needs to do to improve further

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

- develop ways to seek information about children's achievements from parents and the other early years settings and make best use of this to assess and plan what children need to learn next
- improve teaching and build on children's achievements by consistently offering them sufficient challenge to help them reach their full potential and make more progress.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning and development.
- The inspector assessed how well the childminder understands her role in safeguarding children and keeping them safe.
- The inspector looked at a range of documentation including safeguarding statements, the attendance register and children's learning records.
- The inspector spoke to parents and took account of their written feedback.
- The inspector talked to the childminder about how she evaluates her service, monitors children's development and works with parents and other early years providers to support children's care and learning.

### Inspector

Nikki Whinton

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well organised. She knows her strengths and the areas for development. The childminder sets herself realistic goals to further improve. She completes targeted training to update her knowledge and support her professional development. The childminder seeks the views of parents and children to help her effectively evaluate and improve her practice. For example, parents complete questionnaires on the quality of her service and she asks children to suggest new resources and comment on proposed menus. Safeguarding arrangements are effective. The childminder fully understands her responsibilities in promoting children's well-being.

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

The childminder understands children's interests and the differing ways in which they learn. Most of her teaching helps children learn effectively. For example, during the inspection some children became engrossed experimenting with and manipulating the play dough they had made. The childminder adjusted her planning to let children continue with their investigations of the materials at their own pace. Such opportunities help to support children's individual development. She promotes children's communication and language well, continuously talking to them about that they are doing and encouraging them to respond. The childminder assesses children's progress to carefully plan the next steps in each child's learning. As a result, all children make good progress. The parents are very complimentary about the childminder, describing her as 'very approachable'. They highlight the wide range of opportunities she offers the children, such as picnics in the woods and attending local music groups. The childminder and parents share basic information on children's achievements, such as through a daily diary and a termly meeting to discuss children's progress.

### Personal development, behaviour and welfare are good

All children, including the very youngest in the setting are relaxed and settled. They form positive relationships with their friends and secure bonds with the kindly childminder. Children move confidently within the provision. They make choices, such as selecting a book to share with their friends. All children's needs are well met. They are emotionally secure and ready to learn. A good range of nutritious snacks and home-made evening meals help to support children's healthy development.

### Outcomes for children are good

Children develop positive attitudes towards learning. They are independent and self-assured. For example, they help to collect eggs laid by the childminder's chickens, confidently dispose of paper towels after hand washing and concentrate well when cutting up fruit at snack time. Children have good social skills. They play cooperatively and interact positively with their friends and other adults. They learn how to keep themselves safe. For example, they practise crossing the road when on outings, learn how to handle equipment safely and help to tidy away toys after use. This means that children gain an awareness of themselves, their surroundings and how to cooperate successfully with others.

## Setting details

<b>Unique reference number</b>	EY464782
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1109675
<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>	5
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 June 2014
<b>Telephone number</b>	

The childminder registered in 2013. She lives with her three children in the Popley area of Basingstoke, Hampshire. She works weekdays, throughout most weeks of the year.

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

