

# Childminder Report

<b>Inspection date</b>	3 May 2018
Previous inspection date	25 August 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 uses her highly developed knowledge of childcare to provide an excellent, friendly, well-ordered and safe learning environment for children.
- Children are extremely happy and settled at the setting. The childminder provides an individual settling-in programme to support children to develop excellent emotional attachments. The childminder acts as an exemplary role model treating children with respect. Children's behaviour is very good.
- The childminder supports children's communication and language development very well. She offers good support to children to extend their phrases to sentences. Children learn to express themselves clearly.
- Parents have a very good relationship with the childminder. They are fully informed about the progress their children make, for example, through daily conversations and very detailed learning records.
- The childminder's evaluation of children's learning is sharp and focused. This helps her to meticulously plan children's next steps in learning. Child make very good progress.

### It is not yet outstanding because:

- The childminder does not consistently share her high-quality observations and assessments with all the pre-schools and schools children in her care also attend.
- The childminder sometimes misses opportunities to enhance her professional development to help her improve the quality of her setting even further.

## What the setting needs to do to improve further

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

- develop further strategies to share the high-quality observations and assessments with other early years settings children also attend
- continue to explore a broader range of ways to enhance professional development to help raise the quality of teaching even further.

### Inspection activities

- The inspector looked at a wide range of documentation, including children's records and the childminder's training certificates.
- The inspector had a tour of the setting and checked the home was safe for children.
- The inspector observed and assessed the quality of play and evaluated the quality of the childminder's teaching.
- The inspector held discussions with the childminder in relation to how she supported children's learning and development and how she kept her knowledge and skills up to date.
- The inspector took account of parents' written views.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is rigorous in her approach to keeping children safe in her care at all times. For example, she completes extensive risk assessments when they go out to the very broad range of interesting places, such as the beach and zoo. The childminder has an accurate view of her areas of strength and what she needs to do to improve her already good setting. She is very insightful about the children in her care. She recognises when children may need extra opportunities to learn. This helps parents to find the right support to help close any gaps in their learning swiftly. The childminder helps children to understand differences, such as through the recent topic of the world. Very young children learn respect for different cultures.

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

The childminder is very attentive with the children. She listens to their opinions and plans effectively for their next steps in learning. For example, she follows the children's lead when they choose the topic to explore the world. The childminder supports very young children to use the computer to find out about animals that live in Australia, Alaska and Africa. The childminder has a good understanding of how to develop children's interest in books. She reads a story with expression and children enjoy the same story again and again. This supports very young children to develop a secure knowledge of the purpose of the written word.

### Personal development, behaviour and welfare are good

The childminder is very kind, caring and patient. Children develop as very independent learners. They understand the childminder's expectations when they all play together. This helps young children to learn to share and take turns. The childminder encourages children to think deeply about other people's feelings. For example, they talk about a bear that may feel sad because everyone screams and runs away. This helps children to think about the effect of their behaviour on others. Children develop very well physically. The childminder takes all the children to a number of local parks where they have the opportunity to run, slide and swing. The childminder plans a number of outings that help children to experience the wider world. For example, children visit the steam trains at local stations. Children are very well supported to understand where food comes from, and each year they plant seeds, grow strawberries and blueberries that they pick for their snack.

### Outcomes for children are good

Children learn how to dress and undress themselves. They learn how to develop each other's ideas and play very imaginatively. Children are very well supported to be inquisitive and inventive. They concentrate for significant periods until a task is completed. Children develop a good sense of number and can make a range of puzzles. Children are very well supported to recognise numbers and letters. Children are very well prepared for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	110911
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1126587
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 August 2015
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Chineham, Basingstoke, in Hampshire. The childminder works Monday to Friday all 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 2018

