

# Childminder Report

**Inspection date**

19 June 2018

Previous inspection date

9 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 and her assistant are driven to improve the quality of teaching and raise outcomes for children. Since the last inspection, they have met all actions effectively.
- The childminder works closely with her assistant to evaluate their practice and plan an effective programme for their professional development. They attend regular training and implement their new ideas, such as planning exciting experiences to extend children's curiosity and exploration skills.
- The childminder makes regular observations to help her to carry out accurate assessments and plan more effectively towards children's individual learning needs.
- Children behave well. The childminder promotes positive behaviour and children learn to take turns and share with each other.
- The childminder makes good use of children's play to introduce new words to help to extend their vocabulary. All children make good progress in their all-round development. The childminder supports any gaps in children's development promptly.

**It is not yet outstanding because:**

- At times, the childminder and her assistant miss chances to encourage children to carry out small tasks for themselves, to help to build their independence even further.
- Children do not have regular opportunities to learn about and compare each other's home backgrounds and celebrate their diversity.

## What the setting needs to do to improve further

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

- enhance the opportunities to develop children's independence even further, to prepare them well towards their move to other settings, such as nursery and school
- increase opportunities for children to learn about diversity and different people's backgrounds.

### Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and evaluated an activity with the childminder and her assistant.
- The inspector sought the views from parents through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and learning and development records.

### Inspector

Helen Harnew

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder makes prompt improvements to her provision to help her meet the requirements of the early years foundation stage. She puts measures in place to help keep children safe, including when on outings. The childminder and her assistant deploy themselves well to supervise children's play and meet their care and learning needs. Safeguarding is effective. The childminder and her assistant have a good understanding of what to do if they have a concern about a child's welfare. They attend regular training and review the childminder's policies to help keep their knowledge up to date and understand the wider context of safeguarding issues.

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

The childminder plans a wide range of experiences for children to explore her home and garden. She encourages children to choose activities to help engage them into play and extend their concentration span further. The childminder's assistant makes good use of every opportunity to introduce mathematical skills. For example, she encourages children to count, measure and compare sizes of objects in their play. The childminder helps children to learn more about the natural world. For example, she encourages the children to listen to the birds outside and begin to learn about different types of birds. Parents share positive comments about the more detailed information that the childminder provides and are happy with their child's progress since starting with the childminder.

### Personal development, behaviour and welfare are good

The childminder and her assistant know the children and tend to their care needs well. They encourage children to lead healthy lifestyles. The childminder ensures that children have regular opportunities for exercise and fresh air, and supports parents to provide healthy snacks and lunches. The childminder encourages children to follow good hygiene practices, such as washing hands before meals. The childminder understands the importance of sharing information with other settings that children attend, to help to build consistency in their learning.

### Outcomes for children are good

All children are motivated learners and show developing confidence in the childminder's home. Children extend their literacy skills well. They enjoy looking through books and practising drawing with a variety of tools. Children smile as they start to sing their favourite songs and join in with words and actions. They show their expressive sides, for instance, while playing musical instruments. Children begin to manage their own self-care needs well, such as toileting, before their move to school.

## Setting details

<b>Unique reference number</b>	111752
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1125856
<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>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 February 2018
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Andover, Hampshire. She works weekdays between 8am and 6pm all year round, except for bank holidays and family holidays. The childminder works with an assistant.

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

