

# Childminder report

<b>Inspection date</b>	20 November 2018
Previous inspection date	28 July 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 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 enjoy their time with the childminder. She is attentive to their needs and an engaging play partner. Children show obvious delight in her company and she supports their emotional well-being effectively.
- The childminder is a positive role model for children. They learn to, for instance, develop good manners and follow simple rules and boundaries in the setting. Children behave well.
- Parents are fully involved in their children's time with the childminder from the outset. She asks them what their children enjoy and can do at home as well as what they may need to support them to achieve. The childminder ensures there are regular and effective communication systems in place with parents. These help to support high levels of consistency in children's care and learning.
- The childminder makes regular observations and assessments of what children can do. Any weaker areas of children's learning quickly receive focused support. Children make good progress from their starting points.
- The childminder has high expectations for children. She provides challenging activities and makes effective use of thought-provoking questioning to help ensure children's learning is appropriately extended.
- At times, the childminder does not fully or consistently support the development of children's early reading and writing skills.
- Occasionally, the learning environment becomes cluttered and children do not have free space in which to play, explore and learn.

## What the setting needs to do to improve further

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

- increase opportunities to consistently support children's early reading and writing skills
- review the organisation of the learning environment to make the most of the available space for children to play, explore and learn.

### Inspection activities

- The inspector observed the childminder and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with the childminder about observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and evidence of suitability checks.
- The inspector took note of written views of parents.
- The inspector viewed areas of the house and garden used for the care of children.

**Inspector**  
Emma Dean

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is knowledgeable about current safeguarding issues. She is aware of her responsibility to promote children's welfare at all times and knows what actions to follow if she has any concerns. Safeguarding is effective. The childminder is proactive in keeping her skills up to date, such as by seeking out training opportunities and sharing good practice with other professionals. She ensures her assistant also keeps her knowledge current, for example, by discussing changes in early years practice and sharing her good practice. The childminder builds strong partnerships with parents. Parents comment that they are very happy with the care and support their children receive. The childminder reflects on her own practice and identifies areas to further develop. She asks parents for their views and considers their replies before making any changes.

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

The childminder knows the children very well. She understands what they like to play with and how they learn best. For example, she ensures those children who prefer to learn outdoors have access to the outdoor space at all times. The childminder plans engaging activities based on children's current interests. For instance, children excitedly explore dinosaurs frozen into blocks of ice. The childminder encourages them to think and discover things for themselves very effectively, such as the ice melting and turning into water. As children chip away at the ice blocks to free the dinosaurs, the childminder uses new words, such as 'archaeologist'. This supports the development of children's vocabulary and communication skills effectively. The childminder uses many opportunities as children play to promote their learning. For instance, she plays alongside them in the sand and comments on the number and sizes of resources that they play with. This supports children's early mathematical development effectively.

### Personal development, behaviour and welfare are good

The childminder supports children to develop the skills they need to move on to school. For example, she encourages children to be independent by putting on their coats and shoes before going outdoors. Children enjoy a wide variety of opportunities to learn about the wider world. For instance, they regularly visit a local care home to spend time with the residents. This supports their growing understanding of different people. Children enjoy outings to learn about the natural world, such as through visits to the woods and beach. The childminder helps children to develop active and healthy lifestyles. For example, children have long uninterrupted periods to access the outdoor learning environment with space for energetic play. This also supports their physical development.

### Outcomes for children are good

Children are confident and independent. They are enthusiastic and self-motivated in their play. Children make choices about where to play and decisions about what to play with throughout the setting. They learn to recognise numbers, such as by exploring measuring jugs and measuring tapes. Children develop good social skills, for example, as they play games with each other and meet different children at social groups.

## Setting details

<b>Unique reference number</b>	EY337749
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063217
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	28 July 2015

The childminder registered in 2006 and lives in Blackwater, Hampshire. She operates all year round from 7am to 6pm, Monday to Friday. Occasionally, she works with an assistant. The childminder holds a recognised early years qualification at level 6.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

