

# Childminder report

<b>Inspection date</b>	29 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- The childminder has good relationships with the children in her care. She supports their learning and development well. The childminder offers children a varied range of learning opportunities and planned activities which supports their interests and supports outcomes in learning
- The childminder observes and tracks children's development accurately. She uses learning journals carefully to show how children are progressing and identifies their next steps in development effectively. This helps her to plan for children's future learning.
- The childminder maintains a safe and secure home for children. She supports them well in their behaviour and teaches them how to be safe within their play.
- Partnerships with parents are strong. For example, the childminder ensures parents receive verbal communication daily to promote continuity in care and learning.
- The childminder reflects on her practice well and keeps her knowledge and training up to date. For example, the childminder listens to weekly educational seminars and views regular forums to discuss practice and gain ideas for children's experiences.
- The childminder does not extend children's learning about the world. For example, where the food they are eating comes from and how healthy eating affects their bodies.
- The childminder does not support children's knowledge and understanding of the similarities and differences between people as well as other aspects of their learning.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn about the importance of eating healthy foods
- extend children's knowledge and understanding of similarities and differences between people and communities.

### Inspection activities

- The inspector observed activities in the main play areas.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's learning journals and records, and the childminder's policies.
- The inspector took account of the views of parents through available letters and documentation.
- The inspector evaluated an activity together with the childminder.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her roles and responsibilities to keep children safe. She is aware of the signs that a child may be at harm. The childminder is confident in the routes of referral should she have any concerns about children's welfare. All required documentation, including policies and procedures, and written permission from parents are in place and well maintained. The childminder works in good partnerships with other professionals involved in children's care. She exchanges messages and communicates with them well to help provide continuity in children's learning.

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

The childminder provides a varied range of activities and toys to engage children and promote their learning and development. She supports children's communication and language skills. For example, she interacts with the children purposefully and skilfully incorporates a range of questions to support their listening and speaking skills. The childminder provides a good range of activities to support the children's mathematical development. For instance, children enjoy playing games that involve sorting and matching pretend fruits into correct numbers and coloured piles.

### Personal development, behaviour and welfare are good

The childminder supports children's emotional development well. For example, she gets to know the children before they start with her through regular visits and discussions with parents. The childminder supports and builds children's confidence well. She consistently praises children within their play and celebrates their achievements well. The childminder helps children to learn about how to be safe. For example, she teaches them, when out in the community, about road safety. The childminder promotes children's health well. She teaches them good hygiene routines, such as 'catching' their coughs and washing their hands. The childminder takes children out daily for fresh air and exercise.

### Outcomes for children are good

Children make good progress and are developing skills to help prepare them for future learning, such as school. Children develop their independence. They help to tidy away the toys and develop their social skills when mixing with others, such as going to toddler groups. Children are developing good skills in their literacy. For instance, as children explore with programmable toys, they learn about the sounds and formation of letters, which support their writing skills.

## Setting details

<b>Unique reference number</b>	EY537430
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10057213
<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>	3 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016. She lives in Basingstoke and operates all year round from Monday to Friday, 7.00am to 6pm. The childminder holds an appropriate 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.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)

