

Childminder report

Inspection date	12 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 consistently encourages children to display positive and helpful behaviour. Children happily share resources with friends. Children work together to tidy up so that the area is clear of obstacles and safe to bring out different toys.
- The childminder identifies children's individual interests. She talks to parents about toys that are special to children. The childminder plans activities that motivate children to learn. Children particularly enjoy pretending to be their favourite dinosaurs.
- Children are very comfortable to leave parents. The childminder offers all children a warm and friendly welcome and they confidently enter the childminder's home.
- The childminder frequently links up with staff at other settings that care for the same children. With parents' consent, she shares information about children's learning and she implements a joined-up approach to children's care.
- Children enjoy completing tasks independently, such as when they change their clothes and put on their shoes. The childminder encourages children to celebrate personal achievements and children are happy to attempt new tasks. Children make good progress and they are well equipped for the move to school.
- The childminder does not make the most of all opportunities to refresh her skills and expertise in order to raise the quality of her practice to an even higher level.
- Occasionally, the childminder does not give children the time to process information and think about how they want to answer questions for themselves.

What the setting needs to do to improve further

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

- seek out opportunities to update professional skills and expertise to continue to raise the quality of the practice
- offer children plenty of time to think about how to respond to questions for themselves to further develop their communication skills.

Inspection activities

- The inspector talked to the childminder about the procedures she follows if she has any concerns about children's welfare.
- The inspector observed the childminder working with children in different areas of the setting; they evaluated an activity.
- The inspector spoke to the childminder about the activities she plans and how she supports individual children.
- The inspector read information sent in by parents about the service the childminder provides.
- The inspector discussed the progress individual children are making in their learning.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management is good

The childminder diligently builds up strong partnerships with parents. For instance, she communicates with them on a daily basis. She invites them to discuss any worries about children's care, so that they can resolve any problems quickly. Safeguarding is effective. The childminder has a secure understanding of how a deterioration in children's behaviour could be linked to wider safeguarding issues. She knows how to escalate any concerns she has about children's welfare. The childminder is continually aware of her responsibility to minimise risks to children. She remains vigilant to changes in the environment during the day. She checks that children are never left alone with the family dog. She also checks that the ground is clear of any hazards before children use the garden area. The childminder involves children in the reflection process. She asks them how she can make their time in her home more fun and they come up with their own ideas. For example, recently children asked for different types of books. Older children now regularly access the range of non-fiction books available to them.

Quality of teaching, learning and assessment is good

The childminder offers children a rich mixture of activities to teach children new skills. For example, the childminder plays matching games with children. Young children learn how to wait for others before they take their turn and they eagerly identify their favourite animals. Older children identify a range of household objects. All children maintain their focus throughout the game. The childminder closely monitors children's learning. She assesses children's ongoing development and precisely plans next steps to help all children make continuous progress. The childminder encourages children to experiment and to use their imagination. For instance, she provides children with an abundance of good-quality, creative resources. Children choose to design their own stickers and cards. They attribute meaning to the pictures they draw.

Personal development, behaviour and welfare are good

The childminder promotes regular physical exercise, such as when she takes children to the local parks where they experiment on the climbing equipment. Children also take part in fun dance activities. The childminder demonstrates how children can make choices to improve their own health. She encourages children to pick nourishing food to eat. The childminder teaches children how to manage their own personal hygiene. For example, she reminds children that they need to wash their hands before they open their lunch boxes. The childminder offers children good emotional support; she comes down to their level and she offers them a reassuring hug when they need it.

Outcomes for children are good

Children point to letters and identify them; they loudly cheer when they make the correct guess. They voice their needs, such as when they ask if it is time to eat lunch. Children learn essential skills that prepare them well for the next stage in their education. For instance, they cooperate well with friends to complete activities. They recognise numerous shapes.

Setting details

Unique reference number	EY540889
Local authority	Hampshire
Inspection number	10090194
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	5
Number of children on roll	10
Date of previous inspection	Not applicable

The childminder registered in 2017. She lives in Marchwood, Southampton. She provides care from Monday to Friday, 8am until 6pm, all year round. The childminder receives funding to provide free early years education for children aged three and four years.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

