

Childminder report

Inspection date	1 April 2019
Previous inspection date	12 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder is kind and caring towards the children and together they have a strong relationship. Children quickly settle in the childminder's home and show a secure understanding of the routines. They explore their surroundings with confidence and make their own choices about their play.
- The childminder observes and monitors children's development well. She identifies children's next steps for learning and plans effectively for their future development. All children make good progress from their starting points.
- The childminder shows a superb commitment to her own training and professional development. For example, recent training has strengthened her understanding of how to support children to explore and express their developing ideas.
- Children have plenty of opportunities to make choices and build their independence. They soon become absorbed in their activities and confidently lead their own play and learning. Children are curious and have time to experiment. Children illustrate this as they explore stacking crates to create a den using a variety of resources.
- Partnerships with early years professionals involved in children's care are strong. The childminder ensures feedback is consistent with them to provide continuity in children's care and learning.
- Children's behaviour is good. They respond well to the childminder's positive approach to behaviour management. She supports children to understand expectations of behaviour. For example, she gently reminds them that some actions are not acceptable.
- During some adult-led activities, older children interrupt and answer for younger children. Consequently, this results in the younger children not being able to explore their own ideas and develop their emerging language and communication skills to the highest level.
- The childminder does not fully support young children to understand the differences between themselves and others.

What the setting needs to do to improve further

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

- develop further the already good quality of teaching to ensure that the learning and development needs of the youngest children are met consistently
- extend opportunities to support children in understanding the similarities and differences between themselves and others.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector took account of the childminder's self-evaluation and written references from parents.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The ambitious and conscientious childminder actively reflects on the service she provides, and seeks the views of parents and children to drive further improvements. She has a good and up-to-date knowledge of safeguarding procedures and is aware of where to refer any concerns for a child's welfare on to. The childminder assesses her premises and outings for potential hazards and takes steps to minimise these so children can play safely. Safeguarding is effective. The childminder uses her professional network to help her stay up to date with new guidance and ideas for practice. She follows appropriate policies and procedures across a broad range of safeguarding and welfare issues and shares these with parents.

Quality of teaching, learning and assessment is good

The childminder gathers detailed information from parents to help her identify where children are in their learning. She uses this and her observations and assessments to help her plan activities and monitor children's progress effectively. The childminder provides a range of stimulating and enjoyable activities inside and outside of her home to support children's early literacy development. For example, outdoors children enjoy making marks with chalks, and indoors they enjoy listening to books and stories. The childminder offers gentle support and guidance as she plays alongside the children. Children's vocabulary and understanding are developing well. For instance, the childminder explains terms, such as 'soil' and 'sunflower' as they excitedly plant seeds.

Personal development, behaviour and welfare are good

Children enjoy plenty of physical play activities. For instance, they delight in nature trails and outings to the park. The childminder understands her role in keeping children safe and protecting them from risk of harm. She completes daily risk assessments and encourages children to be aware of possible dangers. For example, children walk sensibly on the footpath and know where it is safe to cross a road. They demonstrate an increasing awareness of good hygiene practices from an early age. Children illustrate this as they learn to wash their hands independently after outdoor play and before eating food.

Outcomes for children are good

Children develop good skills for their future learning and are well prepared to move on to school. They can easily see and reach a good variety of resources. This helps to support children's independence and motivation to learn. Children develop their creative skills well as they explore the readily available materials. They use tools effectively to help them to develop their muscles, ready for early writing skills. Children develop a good understanding of mathematical terms, such as 'full' and 'empty', as they fill a watering can. They are making some very good progress in their physical development. Children demonstrate this as they throw a large ball into a basketball hoop.

Setting details

Unique reference number	EY268008
Local authority	Hampshire
Inspection number	10073249
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 9
Total number of places	6
Number of children on roll	17
Date of previous inspection	12 January 2016

The childminder registered in 2003. She lives in Church Crookham, Hampshire. The provision operates from 7.30am to 6pm, from Monday to Friday during term time only.

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

