

# Childminder report

<b>Inspection date</b>	16 May 2019
Previous inspection date	8 March 2016

<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

- The childminder provides a lovely, bright and stimulating learning space for children to become inquisitive and learn. Staff are creative and enthusiastic. They ensure that children can access all resources to make their own choices in their play.
- Children are progressing well, including those who receive additional funding. The childminder closely tracks and monitors children's development to quickly identify potential gaps and provide early intervention methods if required.
- The childminder plans well for her professional development and for that of her assistants. For example, a recent course in communication and language has enabled staff to put a lot of thought into successfully promoting this area. This helps to support children's increasing vocabulary and confidence in expressing themselves.
- Partnerships with parents and other settings that children attend are well established. Information is shared to support the next steps in children's future learning.
- Children are imaginative and are building on their early literacy skills as they enjoy creating scenes from their favourite nursery rhymes. For instance, they role play the various characters and make a bridge together from different-sized boxes.
- Occasionally, staff are not quick to respond to the emerging interests of much younger children, to build further on their learning.
- The organisation of some activities and play areas do not provide children with enough space to fully explore in their learning and experiences.

## What the setting needs to do to improve further

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

- support staff more, to help them to further their skills in responding quickly to the emerging interests of younger children, to build on their learning
- review the organisation of activities and play areas, to ensure that children have enough space to fully explore in their learning and experiences.

### Inspection activities

- The inspector toured the areas of the home and the garden used for the childminding provision. The inspector took into account the written views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, recruitment files, policies and procedures and children's developmental records.
- The inspector observed the interaction of the childminder, her assistants and the children and assessed the impact the teaching has on children's learning and development.
- The inspector spoke with the childminder, assistants and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the reporting procedures.
- The inspector also spoke to the childminder about her professional development and how she plans for that of her assistants.

#### Inspector

Gwen Andrews

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is professional and dedicated towards the care she provides. She uses robust recruitment procedures and provides regular supervision meetings to ensure the suitability of assistants who work directly with the children. The childminder values the effective use of self-evaluation. She successfully captures the views and comments of parents, her assistants and the children to help identify areas for improvement and change. Safeguarding is effective. The childminder and her assistants are vigilant in the protection of children. They have a secure understanding of how to identify signs of abuse and the procedures they would use to report any concerns. Risk assessments are used well and adapted to provide a safe and secure environment for children when at the childminder's home or on outings in the community. The childminder has good partnerships with other childminders in the area to share ideas. She happily hosts training at her home to build on creating a professional and supportive network.

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

The childminder and her assistants observe children's learning to help them to plan more challenging opportunities and activities. Parents are delighted with their children's success and comment on the recently improved role-play areas that their children relish exploring. Staff are skilled at helping children to use early mathematics in all areas of their learning. For example, younger children count items as they play and older children use their increasing estimation skills as they work out different lengths of objects. Staff help children to use their senses in their play. For instance, children enjoy feeling the texture of the fine sand between their toes and watching sand falling through funnels.

### Personal development, behaviour and welfare are good

Children behave well and are happy and secure. The childminder and her assistants are good role models who are helping children to gain an early awareness of how to work and share well with others. Children have opportunities to learn about the wider world around them as they play in the large garden. They help to care for their own strawberry plant, to learn about how things grow. Children receive encouragement and praise for their efforts and this helps them to have high levels of self-esteem in their own abilities. The childminder and her assistants provide lots of outdoor play to promote children's physical development and give them daily access to fresh air. Children enjoy group story time under the trees and spend lots of time creating art projects together.

### Outcomes for children are good

All children make progress from their captured starting points. They are confident and self-assured and show a determined attitude in trying to do things for themselves. Children delight in learning about making healthy choices to promote their well-being. For example, they excitedly make fruit kebabs together by threading large pieces of watermelon onto sticks. Children are supported well to gain the necessary skills they require for the next stage in their learning and their move on to school.

## Setting details

<b>Unique reference number</b>	EY303523
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10073507
<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>	2 - 7
<b>Total number of places</b>	9
<b>Number of children on roll</b>	27
<b>Date of previous inspection</b>	8 March 2016

The childminder registered in 2005 and lives in Waterlooville, Hampshire. The childminder works weekdays from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a level 3 early years qualification. She works with three assistants. Of these, two hold early years qualifications 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)

