

# Childminder report

<b>Inspection date</b>	18 July 2019
Previous inspection date	13 June 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 is enthusiastic and committed to providing good-quality care and learning. She reflects well on her practice and the impact of this on children's learning. She is eager to make improvements which enhance children's learning experiences. For example, she recently completed training to improve children's progress in mathematics.
- Children are happy and self-confident. They have secure bonds with the childminder and enjoy their time with her. The childminder is calm and patient in her approach and treats children with respect. She praises their efforts and achievements and motivates them to learn.
- The quality of teaching is good. The childminder supports children effectively as they develop good communication and language. For example, as she engages with them, she introduces new words to help extend their vocabulary.
- The childminder supports children's early mark-making skills. For example, children use coloured pens to create pictures and begin to give meaning to their marks.
- Children are happy, well settled and have a positive sense of belonging. The childminder knows the children, their families and their specific routines well. She meets children's emotional and physical needs effectively.
- Although partnerships with parents are good, the childminder does not seek detailed information to gain an in-depth understanding of what all children know and can already do when they first start.
- The childminder does not consistently support children to understand how to manage their feelings and the impact they can have on others.

## What the setting needs to do to improve further

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

- review the information provided by parents about what their children can already do at home, so they contribute more precisely to their children's starting points and any gaps in learning can be identified as quickly as possible
- strengthen opportunities to consistently support and teach children how to manage their feelings more effectively.

### Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed and evaluated an activity with the childminder.
- The inspector took account of the spoken and written views of parents.
- The inspector looked at children's records and planning, and discussed the childminder's policies and procedures.

#### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of leadership and management is good

The childminder manages her setting efficiently. Safeguarding is effective. The childminder has a secure understanding of a range of safeguarding matters. She is aware of signs that could indicate a child is at risk of harm. She knows how to record and report any concerns she may have about a child's well-being. The childminder works well with a group of other childminders who share good practice and access training experiences together. The childminder works well in partnerships with parents. She regularly seeks their views, which she uses to help make improvements that benefit children. She shares information about children's development and activities with them so that they feel fully involved in their children's learning. Parents comment they feel well supported and their children are extremely happy attending her provision.

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

The childminder assesses children's development effectively to ensure they are meeting expected milestones. She accurately identifies the next steps in their learning. The childminder is quick to notice if there are delays in children's progress and takes steps to ensure that any gaps in learning close quickly. The childminder cultivates children's curiosity well through sensory play. Children tentatively use their fingers and resources to explore different textures, such as dried oats, pasta and cereal hoops. She supports their investigations well and promotes their learning even further as they 'cook' the ingredients together by mixing them with coloured water.

### Personal development, behaviour and welfare are good

The childminder provides a home-from-home environment. Children are happy and have secure attachments with her. The childminder encourages independence from an early age. For instance, children are encouraged to help around the house by taking their plates and beakers to the kitchen, before helping to wipe down the table and chairs after use at mealtimes. Children practise their physical skills in the childminder's garden. For example, they participate in running games together, as well as pretending to be different animals and moving their bodies in a range of ways. This helps to encourage children to take turns and be mindful of each other when moving around.

### Outcomes for children are good

Children are confident communicators and are keen to express their thoughts and experiences even to visitors. All children gain good social skills. They have weekly opportunities to attend a range of playgroups so that they develop confidence in being part of a larger group. The childminder supports children's early literacy skills well. For example, children begin to have an awareness of words of personal significance, such as their name, and enjoy sharing stories together. Children make good progress in the childminder's care, in readiness for their next stages in learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY487119
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10076445
<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>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	13 June 2016

The childminder registered in 2015. She lives in the Waterlooville area of Hampshire. The childminder offers her services Monday to Friday, from 7.30am to 6pm, all year round except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 2 and receives funding to provide free early education for children aged two, 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](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)

