

Childminder report

Inspection date	2 August 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children form strong attachments to the childminder and her assistant. They are happy and have a positive sense of belonging. The childminder meets children's emotional needs well.
- The childminder and her assistant have a very good understanding of child development and how children learn. They ensure that the curriculum provides a range of learning experiences and all children progress well.
- The childminder keeps parents informed about the experiences that she provides for children. She demonstrates this by providing feedback to parents each day and sharing children's development records. This enhances parents' understanding about how to best support their children's learning at home.
- Children benefit from regular trips and outings that allow them to use physical skills, build up wider friendships and develop their social skills. These help to create the foundations for later life experiences, such as starting school.
- The childminder and her assistant use their skills to develop children's ability to think and predict. For example, during cooking activities, they ask questions about how the children's pizza will cook and the ingredients they will use. However, at times the childminder does not support the older children to wait to allow younger children the chance to respond, process and answer the questions asked of them all.
- The organisation of resources does not fully encourage older children to make marks and develop their independent writing skills to inspire them to use writing for a variety of purposes during their play.

What the setting needs to do to improve further

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

- ensure younger children are given enough time to think, process and respond to questions
- provide more opportunities and resources for children to use to develop their mark-making and early writing skills in their play.

Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector spoke with children, the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of leadership and management is good

The childminder and her assistant have high standards and strive to provide the best care for children. Safeguarding is effective. The childminder has a clear understanding of how to recognise if a child's welfare may be at risk and knows how to protect them from harm. She regularly updates her knowledge of safeguarding practice and has completed training to increase her awareness of wider safeguarding issues. The childminder continually evaluates the learning opportunities she offers and gathers the views of those who use her service. She ensures her assistant has attended a range of training to keep her knowledge up to date. They work together to further enhance their practice, such as when supporting children who speak English as an additional language to learn new vocabulary.

Quality of teaching, learning and assessment is good

The childminder and her assistant plan a good range of age-appropriate activities that successfully support children's development. For example, during a role-play game of 'shops', children begin to use early mathematical language, exchanging 'food' for 'money'. The childminder and her assistant complete regular and accurate observations and assessments of children's learning. They monitor children's development well. This helps them to plan effectively for what children need to learn next. The childminder shares this information with other settings that children attend and their parents to ensure continuity in children's learning and development.

Personal development, behaviour and welfare are good

The childminder and her assistant have a very calm and nurturing approach, which helps children to settle very quickly into their care. The childminder helps children to recognise, understand and celebrate similarities and differences, for example, as they look at an atlas to find countries where immediate family members were born. Children establish good social skills and behaviour. They are aware of the childminder's expectations. The childminder and her assistant support children effectively to understand the importance of following a healthy lifestyle. They provide children with healthy food and extended access to the outside space, such as when they spend time digging for the potatoes they have been growing in the garden, to have with their lunch. The childminder ensures that young babies experience consistent care as she follows children's home routines. For example, they mirror their home sleep pattern to support them to stay happy and settled.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. Children are independent learners. The youngest children take responsibility for their own belongings and successfully put on their boots before going outside. Children are motivated to explore, play and learn. They develop good skills in communication, language and literacy. They enjoy listening to favourite stories, recalling the next part and anticipating the ending. Children develop the skills they need for their next stage of learning and the eventual move on to school.

Setting details

Unique reference number	EY547794
Local authority	Hampshire
Inspection number	10107842
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	16
Date of previous inspection	Not applicable

The childminder registered in 2017. She lives in Camberley, Surrey and works alongside an assistant. The childminder provides flexible care on Monday to Friday, all year round. She 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. 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

