

# Childminder report

---

Inspection date: 2 September 2019

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder creates a calm and welcoming environment. Children demonstrate they are happy in his company, such as when they engage him in their games or sit close by when listening to stories. Babies seek out the childminder when they feel tired, hungry or need reassurance. The childminder reacts to their care needs, promoting a good level of physical and emotional well-being. The childminder works effectively with his co-childminder. They have a good understanding of child development and how children learn. The childminder uses this effectively to ensure that all children progress well. Children learn about the world around them as they explore their local community. The childminder recognises the importance of children leading a healthy lifestyle. For example, he ensures the children in his care go for walks each day, such as to the park and library. The childminder and his co-childminder have high expectations for all the children in their care. The childminder has good partnerships with local childminders and other settings that children attend. This helps him to share ideas and practice while ensuring continuity in children's care and learning experiences. Children are encouraged to think about their behaviour. Lots of praise and reassurance, combined with simple rules, teach children that their actions have consequences. Children respond positively to this approach and behave well.

### **What does the early years setting do well and what does it need to do better?**

- The childminder observes children in the moment and uses the information gathered to plan a range of interesting activities and experiences. For example, younger children spend time completing a range of wooden puzzles that support early mathematical concepts such as space and shape.
- The childminder extends children's communication skills effectively. He talks to them about what they are doing, asks questions and encourages them to test new ideas. For example, children experiment with different ways to make bubbles in the garden with a range of resources, such as with pipettes and a badminton racket.
- Older children practise skills that will ensure they are ready for school. For example, they attempt to write their names on paper, identifying the marks they make as letters in their names. They persevere when they find it tricky and the childminder praises their efforts, promoting their confidence and self-esteem.
- Children settle extremely well and understand the routines of the day. The childminder and his co-childminder work well together, forming structure to the day. However, the childminder does not always review the activities on offer between routines, to ensure older children have opportunities for continued play and learning.
- Children make good progress from their starting points. The childminder knows the children well. He talks confidently about where they are in their learning and

development and what he needs to do to support their continuing progress. He shares his findings with parents, to help provide consistency of care and learning.

- The childminder reflects on his own practice, considering the views of his co-childminder and those who use their service. He evaluates and monitors his provision to identify the impact on children's learning and to make meaningful improvements. He has attended a range of training to keep his knowledge up to date and has used this to further enhance his practice, such as when supporting older children's emerging literacy skills.
- Babies and young children spend time making marks, such as exploring chalk, in the garden. The childminder is quick to praise their efforts. However, when children are engaged in activities of their choosing, the childminder misses some opportunities to challenge and extend learning further.
- Children have good opportunities to enjoy the fresh air and be physically active, for example, as they test their balancing skills across a range of log discs.
- Children behave well and play nicely together. Older children support their young peers to share and help them to build simple structures with coloured bricks. The childminder encourages children to be as independent as possible. For example, even the youngest children take responsibility for their own belongings and make good attempts to put on their shoes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable in how he would identify potential signs of abuse and the procedures he would use to report any concerns. The childminder works closely with other professionals, including his co-childminder, to safeguard children and to promote their welfare and education. He has completed training on wider safeguarding issues, such as how children could be at risk of harm from others with extreme views. The childminder has clear safeguarding policies and procedures, which are implemented well. He has a good understanding of the welfare requirements.

## What does the setting need to do to improve?

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

- review the organisation of activities between routines to help older children have consistent opportunities for continued play and learning
- use knowledge of each child to increase challenge and expand on learning to better target the next steps in their development.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY548549                                                                          |
| <b>Local authority</b>             | Hampshire                                                                         |
| <b>Inspection number</b>           | 10111250                                                                          |
| <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>       | 0 to 8                                                                            |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 24                                                                                |
| <b>Date of previous inspection</b> | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2017 and lives in Hedge End, Southampton. He operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. He offers funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nina Lambkin

### Inspection activities

- The inspector took part in a learning walk with the childminder. She observed the children's learning and the childminder's teaching during a range of activities.
- 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.
- The inspector spoke to the childminder about his professional development, and how he evaluates his provision and the areas currently identified for improvement.
- The inspector spoke with the childminder, his co-childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019