

Childminder report

Inspection date: 10 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant create exciting learning opportunities that motivate children to lead their learning successfully. They have high expectations of what children can achieve and work as an effective team to promote children's enjoyment of learning. Children settle quickly and show a strong sense of belonging. They energetically explore the exciting spaces in the childminder's garden, where they rapidly develop their physical skills and learn to manage their safety very well. Children share their thoughts and ideas confidently, and know their views matter and are acted upon. The childminder and her assistant promote children's love of literacy and rhyme well. For example, they chant familiar phrases from a popular story together as they follow the clues and search for the Gruffalo in a local forest. The childminder regularly accesses local facilities, including nearby beaches and historic forts to promote children's sense of wonder about the community where they live. The childminder plans exciting opportunities for children to deepen their knowledge through exploration. For example, she supports children to investigate ice sculptures and encourages them to consider how they can access the hidden treasure inside.

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

- The childminder has high aspirations for the children who attend. She evaluates effectively the impact of the activities she provides on children's progress, including for those children in receipt of additional funding. The childminder positively encourages children's regular attendance. She successfully shares information with parents so that they can extend children's learning at home.
- The childminder and her assistant plan purposefully for children's good progress. They successfully build on what children know and can do already, so children quickly gain the skills they need in all areas of learning. At times, teaching does not afford children the opportunity to test their own ideas, such as through trial and error to support their critical thinking skills. Overall the curriculum promotes children's access to a broad range of experiences. However, there is less of a focus on supporting children's use of mathematical concepts in their play.
- The childminder places high priority on her own professional development and that of her assistant, to promote an inclusive environment. They access training regularly and use their experience, including work with children with special educational needs, to ensure that all children make equal progress in their learning and achieve well.
- The childminder and her assistant model strong, consistent behaviour values well. They sensitively help children to listen to each other and to follow simple rules. Children play harmoniously together and show empathy for their friends. They learn the importance of teamwork, such as waiting for their turn on the slide. Children show they are not afraid of setbacks and persevere at tasks.

- The childminder and her assistant promote a nurturing environment that values and supports children's emotional well-being and sense of self effectively. They encourage children to discuss their feelings and to help them understand the impact of their actions on others. Children learn about foods that are healthy for them and what they can do to stay safe, including when using technology. The childminder works effectively in partnership with parents to promote children's independence in toileting and to ensure their good health.
- The childminder assures her assistant's suitability to work with children, including the requirement to hold a Disclosure and Barring Service check. However, the childminder has not supplied all required information to Ofsted as required. Despite this oversight, she assures her assistant's suitability through the completion of additional checks which have been carried out recently by a partner agency.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a secure understanding of the signs that may indicate a child is at risk of harm. They maintain robust records and share information swiftly, as required. The childminder ensures that she works in effective partnership with safeguarding agencies to ensure children's well-being. The childminder and her assistant promote children's safety well, for example through minimising hazards in spaces where children play.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure Ofsted is provided with relevant information about all adults working with childminded children, so that appropriate suitability checks can be carried out.	01/10/2019

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

- use opportunities that arise to extend and develop children's mathematical language and concepts more consistently in play
- make better use of opportunities to increase children's problem-solving and critical thinking skills.

Setting details

Unique reference number	EY408613
Local authority	Hampshire
Inspection number	10074462
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	5
Number of children on roll	7
Date of previous inspection	8 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in Cowplain, Hampshire. She works with an assistant and operates Monday to Friday from 6.30am to 6pm, for most of the year. The childminder receives funding for the provision of free education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- The inspector completed a tour of the areas of the premises used for childminding with the childminder and discussed the curriculum intent of her provision.
- Discussions were held with the childminder and her assistant around suitability processes, and the inspector viewed records of suitability checks.
- The inspector spoke to children to gather their views on attending the provision. She took into account the written views of parents.
- The inspector and the childminder observed and discussed the quality of teaching during activities inside and outdoors and assessed the impact this had on children's learning.

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.

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