

Childminder report

Inspection date: 12 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder is committed to her role. She is organised, and provides a clean, welcoming, homely environment where children can play safely. Children are happy and secure. They display a loving bond with the childminder, who is attentive towards their needs and requirements. The childminder places a high priority on children's emotional development. Children move around the setting, choosing what they want to play. They enthusiastically join in with activities and show good levels of concentration. The childminder has high expectations and a good understanding of how children learn. She observes them as they play. Assessments of children's progress help the childminder to plan next steps in their learning and development. Children are inquisitive as they use magnifying glasses to search for plastic bugs in leaves. They move the magnifying glass, noticing with awe as the bugs get bigger and smaller with each movement. Children show affection and concern for each other and use good manners. They enjoy consistent praise that acknowledges their positive behaviour and achievements, but they are not always supported to take risks in their play. The childminder supports the development of children's communication and language skills effectively. She interacts well with children, providing explanations about what is happening and introducing new words, such as 'delicious' and 'crunchy'. This helps children to expand their vocabulary. However the childminder does not consistently expand on children's use of mathematical language.

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

- Partnerships with parents are good. The childminder is flexible with parents, accommodating their children's individual needs. She communicates effectively to ensure parents receive daily information about their children's day. This helps parents to support their children's learning at home.
- The childminder observes and monitors children's development. She knows what children can do and where they require support. The childminder plans activities with specific focus to promote new learning. She regularly assesses children's progress so that activities meet the needs and interests of all children. She strengthens links with other providers, such as sharing information on children's progress, to help ensure continuity and progression in children's learning.
- Children's emotional well-being and self-esteem are secure. Children are regularly encouraged to tidy away and pick up their toys. They cooperate with daily routines, become independent and undertake small responsibilities such as washing their hands before they eat and attempting to put on their shoes and coats.
- Children's imagination is promoted well through pretend play. They make 'meals' in the play kitchen and hand these out to the childminder.
- The childminder has a very calm and nurturing attitude. Children behave well.

They play and share willingly with others. Children enjoy including the childminder in their play and receive lots of praise for their efforts, to build on their increasing self-esteem and confidence.

- The childminder attends courses and is confident to approach outside professionals for support. This helps her widen her skills and know how to benefit children's learning.
- The childminder provides opportunities that encourage children to lead a healthy lifestyle. For instance, she supports children's physical health by providing daily outdoor play. However, she does not consistently provide opportunities that encourage children to take risks in their play.
- Children are capable and show good levels of self-esteem as they busy themselves in self-chosen play. They have good social skills and quickly engage visitors in their activities.
- Children acquire skills that help them progress in their learning and become ready for the next stage of their development. They develop the muscles in their hands as they make marks and draw lines with coloured pens.
- Children learn how to keep themselves safe. For example, when on walks around their community, the childminder teaches them about road safety, looking both ways and listening for cars.
- The childminder engages in a local 'hidden book' scheme. Children look for books hidden around their village. The childminder uses these opportunities to support an early love of literacy.
- The childminder does not make use of all opportunities to develop children's understanding of mathematical concepts and language.
- Risk assessments carried out by the childminder are robust. Any identified hazards are minimised and addressed to ensure that children remain safe and secure. For example, she ensures the whole environment is safe for children to play alongside her family pets.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge about what to do should she have any concerns about a child in her care. She 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. Policies and procedures are updated to ensure they comply with current requirements and underpin the childminder's good practice.

What does the setting need to do to improve?

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

- provide more opportunities for children to take age-appropriate risks in their play
- extend opportunities for children to hear and use mathematical language and concepts during their play.

Setting details

Unique reference number	EY547823
Local authority	Hampshire
Inspection number	10108278
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Fleet, Hampshire. She operates from 7.30am to 6pm, Monday to Friday, all year round. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities, including a walk in their community.
- The inspector conducted a learning walk and spoke with children and the childminder 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.
- The inspector completed a joint observation with the childminder.

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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