

Childminder report

Inspection date: 13 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 experienced and ambitious childminder works in great partnership with her well-qualified and dedicated assistant. Together, they provide an inclusive and homely environment, where children are excited to spend time. The childminder's nurturing and welcoming approach helps children to settle quickly. Even children who are new to the setting are visibly happy, settled and secure. The childminder and her assistant focus heavily on children's enjoyment of learning and provide a wide range of trips to broaden their experiences. For example, children regularly spend time in their local community, visiting farms and museums and buying produce from local shops. Children of all ages are confident and demonstrate high levels of self-esteem. They enjoy taking part in a variety of challenging activities and show good motivation in their learning. For example, during the inspection, children excitedly dipped toy cars into paint to explore the different marks they could make as they rolled them along paper. The childminder and her assistant then extended this further and encouraged children to search the garden for objects matching the different colours of paint they used. Children know how to keep themselves safe. They confidently discuss how to use knives safely when preparing snack and know the importance of washing away germs before eating.

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

- The childminder and her assistant provide a considered, varied and effective curriculum that challenges and stimulates children, indoors and outside. They precisely identify children's next steps in learning and link these to their current interests. They know children's individual differences, personalities and development very well and use this knowledge successfully to engage them in their learning.
- The childminder and her assistant join in children's play and encourage a wide range of learning. Older children enjoy looking at storybooks and recognise letters of importance. They confidently count, compare sizes and identify shapes as they build structures out of magnetic shapes and proudly describe their masterpieces. Babies are curious about the world around them and particularly enjoy exploring the adventurous garden. They learn and use new words quickly and are very physically active. However, the childminder and her assistant do not fully support babies' needs during routines such as snack and circle time. Subsequently, they are kept waiting unnecessarily or are encouraged to take part in activities that do not meet their developmental needs.
- The childminder and her assistant work successfully with parents, outside professionals and other settings that children also attend. They encourage thorough information-sharing and gain valuable expertise to help meet the needs of children who need additional support. Any gaps in children's learning close quickly.

- The childminder and her assistant are strong role models and children behave very well, building lovely friendships with each other. They actively include each other in their play and learn to take turns, such as when rolling toy cars down ramps. Children have an excellent understanding of the benefits of healthy eating and confidently discuss their favourite fruit and vegetables. They enthusiastically talk about why eating healthily is important and know that it will help them to 'grow big and strong'.
- The childminder gives high priority to her professional development and that of her assistants. She supervises their practice closely, and each has opportunities for further training and research to help raise the quality of provision. As a team, they have recently introduced topic displays. For example, their healthy living display has children's related artwork, 'fun facts' and ideas for how they can encourage this learning through everyday play.
- The childminder and her assistant support children's communication skills particularly well. They listen carefully to babies' attempts at speech, repeat them back and model clear and age-appropriate language. Older children enjoy plenty of conversation and express themselves confidently, eagerly sharing their opinions, interests and recent experiences. However, occasionally, the childminder's assistant asks questions in a closed way that does not fully encourage children to think of their own ideas and solve problems.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the children in their care very well and are dedicated to maintaining their safety at all times. They attend regular safeguarding training and confidently know the signs that may indicate children's welfare is at risk, including from extremist views. They have a thorough understanding of the procedures to follow should they have a concern about a child or another member of the childminding team.

What does the setting need to do to improve?

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

- adapt routine activities to fully meet the needs of babies so they do not have to wait unnecessarily and can fully engage in age-appropriate play and learning
- enhance the use of questioning to consistently give children opportunities to think of their own answers and solve problems.

Setting details

Unique reference number	EY438614
Local authority	Hampshire
Inspection number	10075008
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	18
Number of children on roll	24
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2011 and operates her service in Clanfield, Hampshire. She works with one or two registered assistants each weekday between 7am and 6pm, for most weeks of the year. Between them, they hold two relevant qualifications at level 3.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the premises by the childminder and carried out a learning walk, where they discussed the curriculum intent for the setting.
- The inspector observed the childminder and her assistant playing with the children. He observed the quality of teaching and the impact this had on children's learning.
- The inspector looked at a sample of documentation, including safeguarding policies and procedures, and children's records. He read written feedback from parents and spoke to children to find out their views on the setting.
- The inspector discussed the play activities and children's learning with the childminder and her assistant during the inspection and undertook a joint observation of children's play.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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