

# Childminder report

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Inspection date:

17 September 2019

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

The childminder provides a homely and inviting environment for children. She places a great emphasis on making sure that children feel safe and secure in her care. The childminder tailors her settling-in process to meet the individual needs of children and their families. She provides interesting activities for children to engage in as soon as they arrive. For example, children immediately engage with the colourful and interactive posters she has created for them in the entrance area. Children are happy and settled in the childminder's care. They enjoy playing in a stimulating and very well-resourced environment, both indoors and outdoors. They are constantly busy and show high levels of interest in activities of their choosing.

The childminder plans a wide range of interesting and well-thought-out activities across the seven areas of learning. Young children have lots of opportunities to develop their physical skills and learn about the natural environment as they play outdoors. They enjoy scooping and digging in soil as they find potatoes they helped to plant earlier in the year. Children play alongside each other and are learning how to be kind to one another. For example, the childminder provides them with clear messages about the importance of sharing resources and taking turns.

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

- The childminder is dedicated to providing a high quality of care and education. She is very reflective of her practice. She seeks the views of parents and children who attend when evaluating the quality of her provision. The childminder is committed towards developing her knowledge and practice, and attends regular online training events. She uses learning from these events to enhance her practice. For example, she clearly demonstrates how training to support younger children's learning has had a positive impact on how she interacts with them.
- The childminder provides a varied curriculum to help children gain a broad range of experiences and knowledge. She makes regular assessments of what children know and can do and identifies clearly what they need to do next in their learning. All children make good progress from their starting points. However, the childminder does not consistently plan activities to meet children's individual learning needs to help them to make higher rates of progress.
- There are effective partnerships in place with parents. The childminder consistently shares and celebrates children's achievements with parents on a weekly basis. Written feedback from parents confirms that the childminder communicates with them effectively. Parents also report very positively on their child's development since starting in her care, particularly in terms of their social and communication skills.

- The childminder provides a language-rich environment. Children have plentiful opportunities to see words in print. For example, there is a wide range of bright and colourful posters from which children can attach meaning to words. The childminder encourages children to enjoy books on a daily basis. Children choose from a wide range of books for them to read together, which reflect their current interests. She supports younger children's language development well and introduces new words to them as they play. However, the childminder does not always gather enough information about children's home language and their abilities in their home language when they first start, to help those children reach their full potential.
- Children enjoy a warm and positive relationship with the childminder. Children seek her out readily for cuddles when they need comfort, which she responds to with affection. She is very attentive towards them and their individual needs. For example, while playing in the garden she checks the temperature regularly to make sure that they do not overheat, and reminds them to drink water.
- Younger children are starting to grow in independence. For instance, they wipe their own noses and are beginning to communicate their own needs. The childminder provides consistent messages about expected behaviours, which helps children learn how to keep themselves and others safe. For example, they learn that standing on furniture could harm themselves and others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for children to play in. She keeps her knowledge and understanding of how to safeguard children up to date by attending regular training. She is confident in her understanding of signs which could indicate a child is at risk of harm, including at risk of being exposed to extreme views or behaviour. The childminder is very clear about her role in reporting safeguarding concerns to other agencies. She conducts fire safety drills to make sure that children understand how to get out of the house safely in the event of a fire.

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

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

- develop the way information from assessments of what children already know is used, so that planned activities consistently meet their individual needs
- enhance the systems in place for supporting children who speak English as an additional language, to make sure that detailed information about their home language and abilities is consistently gathered at the earliest opportunity.

## Setting details

<b>Unique reference number</b>	111402
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108414
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	21 January 2014

## Information about this early years setting

The childminder registered in 1995. She lives in the Winklebury area of Basingstoke, Hampshire. She has a recognised early years qualification at level 5. She operates Monday to Friday from 8am to 6pm for most of the year.

## Information about this inspection

### Inspector

Carla Roberts

### Inspection activities

- The inspector and the childminder completed a learning walk across all areas used for childminding purposes to find out how the childminder organises the care and education provided.
- The inspector took account of written communication from parents and children, and spoke to one parent to find out their views on the quality of care and education provided.
- A joint evaluation of a planned activity was undertaken to find out how the childminder evaluates the quality of her provision.
- Some documentation was sampled as part of the inspection, which included records of training, training certificates and accident records.
- The inspector observed the childminder's interactions with children both indoors and outdoors, and discussed with her how she determines what children know and what they need to do next.

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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