

# Childminder report

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Inspection date:

23 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

The childminder works effectively with a co-minder to promote children's learning and enjoyment through play. The focus on children is at the very heart of their home. Together they have created two unique learning environments for the benefit of the children in their care. For example, the garden is designed so it can be accessed all year round, promoting children's physical skills successfully. The childminder is nurturing and supportive. She forms strong relationships with the children. They demonstrate they are happy and show a strong sense of belonging. For instance, they confidently move around the spaces available, selecting activities and exploring toys for themselves.

The childminder has high expectations of what children can achieve. She uses her assessments and knowledge of the children's current abilities, likes and interests to provide exciting learning opportunities that motivate children. For example, the childminder promotes children's current love for literacy by sharing books with them when asked. She uses expression in her voice as she reads, which promotes children's curiosity as to what will happen next, engaging the children even further with the stories. She extends learning by asking the children what is happening in the story and encourages them to use the illustrations to help inform their answers. Regular visits to the local library promote children's interests even more as they are supported to independently select books to bring back and share together.

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

- The childminder models strong, consistent behaviour values well. She sensitively helps children to resolve disagreements over toys by offering simple instructions, such as to share the toys. The childminder encourages children to use 'kind hands' and supports them to listen to each other to help support their harmonious play.
- The childminder forms good partnerships with parents and exchanges daily information with them to provide a consistent approach to children's care needs. However, the childminder does not consistently gather sufficient information on what children can already do at home, to support her initial assessments of children's learning from the start.
- The childminder promotes early mathematical concepts successfully. Questions such as 'what number is this?' when looking at the numerals on keys, challenges the children to recall what they already know and which numerals they recognise. She extends their learning further by encouraging them to count to the number seen, before testing children's knowledge even further by asking, 'which number door do you think it opens?'. This engages children even more as they try the keys in the locks, demonstrating their perseverance. The childminder sensitively supports play by encouraging children to match the

number seen on the key to the number shown on the doors to help them succeed in their task.

- Children listen carefully to the childminder and demonstrate immense respect for her home. For instance, children are encouraged to help tidy up the toys in between activities. The childminder thanks the children for their help and offers praise for a job well done. This gives children a great sense of achievement and supports their self-esteem, knowing that their actions can have a positive impact on others.
- The childminder regularly accesses local facilities, including nearby beaches, parks, farms and museums. This helps to promote children's understanding of the community they live in and the wider world. Trips into the locality help children to understand how to care for their local environment and animals. For example, during a recent trip to a farm, children were able to bottle-feed the animals and see how they were cared for.
- Currently, working partnerships with other early years settings that children attend are not fully established in order to gather and share information to consistently support children's learning and development. The childminder understands the importance of such communications, especially during periods of change such as preparing to move on to school. However, she recognises that her attempts in developing a meaningful working relationship are not yet fully effective.
- The childminder provides nutritious snacks and meals. She uses mealtimes to teach children about healthy foods and the effects some foods have on their bodies and teeth. Mealtimes also promote independence, when children use cutlery. The childminder works effectively in partnership with parents to support children's emerging toileting needs and to ensure their continuing good health.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder works alongside her co-minder to ensure all children are safe. They regularly share information about the children they care for so they can support each other in their roles and responsibilities. The childminder demonstrates a secure knowledge about the procedures to follow if there are concerns about any child and where to report such concerns. The childminder regularly updates her safeguarding knowledge and skills by accessing ongoing training, such as e-safety training. She shares the information gained with parents to ensure children are safe when accessing online games and programs when at home.

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

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

- gather more precise information about what children already know and can do,

to support initial assessments of children's learning when they first start

- strengthen working partnerships with other early years settings that children attend, so all providers are consistently contributing to children's learning and development.

## Setting details

<b>Unique reference number</b>	EY443121
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10075107
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	22 June 2016

## Information about this early years setting

The childminder registered in 2012. She works with a co-childminder, who is her mother, in Waterlooville, Hampshire. The childminder provides childcare all year round, from 7.15am to 6pm, Monday to Thursday except for public holidays and family holidays. The childminder holds a level 3 childcare qualification and is registered to receive funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Denman

### Inspection activities

- The inspector had a tour with the childminder of the areas of the premises used for childminding, and discussed how she organises the curriculum.
- The inspector observed and discussed the quality of teaching with the childminder during activities and assessed the impact this had on children's learning.
- The childminder and inspector reviewed and evaluated an activity.
- The inspector spoke to children to gather their views on attending the provision. She took into account the written views from parents.
- The inspector reviewed relevant documentation and checked evidence of the suitability of household members.

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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