

# Childminder report

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Inspection date: 30 September 2019

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

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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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 provides a happy, relaxed environment to promote children's play and learning. There are a wide variety of toys and resources for children to make independent choices from, to support their individual interests and motivate their learning. The childminder weaves learning through children's play. For instance, as children pretend to make tea and to blow out candles on the birthday cake, the childminder captures opportunities to teach younger children about the different colours in cakes.

The childminder has high expectations for children and she promotes their language skills well. The childminder reads stories to children and introduces new language to build on their good communication. However, sometimes she does not capture opportunities to fully extend and challenge the thinking skills of older and most-able children. Children develop good attitudes to learning. They are confident and articulate communicators and make good progress in their language skills.

The childminder places a strong focus on supporting children's social development. She helps children to learn how to play cooperatively with their friends. The childminder recognises when some children need extra support and sensitively helps them to learn to share and take turns with their friends. This contributes to children's positive behaviour and supports them to develop skills to be ready for their next stage in learning, including school.

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

- The childminder establishes good partnerships with parents. This helps her to find out about children's individual interests, abilities and care needs. Parents comment positively on the information that the childminder shares with them. Furthermore, parents value the advice and support she gives them, such as helping to promote children's good sleep routines.
- Children build strong bonds with the childminder, who is attentive to children's care needs. She recognises the uniqueness of each child and the importance of the role she has in promoting their personal, social and emotional development. She provides a homely and caring environment where the children's emotional well-being is nurtured.
- The childminder is skilled at adapting learning for the differing needs of children. For instance, she provides younger children with crayons to draw with and encourages older children to practise using pencils in their creative play. This helps to develop children's hand muscle skills, in preparation for writing, when the time comes.
- The childminder evaluates her setting to identify how she can drive improvement. She has completed all the required training and regularly meets

with other childminders. This helps her to keep up to date with the changes in legislation and improve outcomes for children. However, she has not considered how she can gain skills and knowledge that will be the most useful in helping her support the children she has attending in making the best possible progress. In particular, she has not considered how to gain knowledge to help develop older children's understanding of letters and the sounds that they represent.

- The childminder encourages children to develop independence skills, appropriate to their age. For instance, children tidy away toys when they get ready for lunchtime. Older children learn to use cutlery confidently to feed themselves. Younger children learn how to drink using cups and wipe their hands and faces after they have eaten. These skills contribute to children's willingness to attempt new tasks for themselves and build on their growing independence.
- Children develop good language skills. The childminder models new words for children to hear and repeats back words children say, so they hear them pronounced correctly. Children develop good listening and attention skills. They enjoy sharing stories. However, sometimes the childminder does not consider how she can challenge older and most-able children's questioning skills to help them think through and share their own thoughts and ideas.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge and understanding of child protection. She completes and updates her safeguarding training regularly to ensure she knows how to keep children safe from harm. The childminder understands her roles and responsibilities in reporting any child welfare concerns. She implements local safeguarding policies and procedures, including legislation on keeping children safe from extreme views or ideology. This helps to ensure that children are kept safe.

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

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

- provide the highest levels of challenge to support older and most-able children's critical thinking skills
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY348079  |
| <b>Local authority</b>             | Hampshire   |
| <b>Inspection number</b>           | 10073854  |
| <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>       | 1 to 9  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 7   |
| <b>Date of previous inspection</b> | 29 February 2016  |

## Information about this early years setting

The childminder registered in 2007. She lives in the town of Eastleigh, in Hampshire. The childminder provides care for children Monday to Friday, all year round. She receives funding for free nursery education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- The childminder and inspector discussed children's learning and their progress and assessed the impact of the childminder's teaching.
- The inspector observed children engaged in a range of activities.
- The childminder provided the inspector with the written views of parents.
- The inspector spoke to children and the childminder at convenient times during the inspection.
- The inspector looked at a range of documentation, including safeguarding policies, training certificates and children's learning journals.

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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