

# Childminder report

---

Inspection date: 30 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children thoroughly enjoy their time in the childminder's welcoming home. The childminder is playful and gentle with the children, helping them form a close attachment with her. From this secure base, they become confident and very independent. They take pride in their own abilities, for example saying, 'I can do that by myself,' as they put on their own shoes. The childminder has made her home safe and arranged toys and resources so that children can move freely between rooms and find what they need. She gives them time and encourages them to explore and follow their own interests, so they become engrossed in their play. They are curious and delight in their own discoveries, such as how to make a tall tower of bricks stand more firmly.

Children are friendly and play well together. They share, take turns and help each other, for instance by retrieving a dropped pen for a friend. They behave well. Children tuck into the balanced nutritious meals that the childminder freshly prepares. They gain an understanding of healthy living, such as the importance of playing actively and washing their hands. Children who prefer to learn outside have ample opportunities to explore and play in the garden, surrounding countryside and local parks. They develop good physical skills and are strong and agile.

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

- The enthusiastic childminder is well organised. She follows thorough policies and procedures that help her provide good-quality care and learning for all children. She completes required training so that her knowledge of safeguarding and first aid are up to date. She has concentrated less on enhancing her teaching skills to enable her to help children make as much progress as they are capable of.
- Children enjoy a varied and stimulating range of activities. The childminder keeps a close check on children's progress and, overall, she plans well to support their individual development. Children gain the skills and knowledge they need to support the next stage in their learning and their eventual move on to school.
- The childminder helps children progress by building on what they already know. For example, they talk about their bodies before creating their own creatures from building blocks and craft materials. She introduces new words, such as 'pipe cleaners' and 'beaks', which children then use in their play.
- The childminder helps children become confident, fluent talkers. They have her full attention when they talk to her, and she allows them plenty of time to think before they speak. She recognises the importance of reading to children and they relish snuggling up to share books. She makes stories exciting by encouraging children to hunt for items linked to the story. This fires children's imaginations, expands their vocabulary and helps prepare them for reading.
- The childminder knows what children need to learn next. However, she does not

always adapt her teaching to make the most of spontaneous opportunities to help children gain new knowledge and practise skills, especially relating to mathematics.

- Children learn how to keep themselves safe. The childminder allows them to test their capabilities but gently explains why some activities, such as climbing on tall stools, may be unsafe. Children learn that some things may make them poorly, so they know to always ask before eating things they find such as blackberries. They learn about road safety while on walks.
- Children have many opportunities to discover and learn about the world around them. For example, they enjoy watching the cows and calves in the adjacent field and help to grow and harvest vegetables.
- Children take part in activities which help them to learn about different people, cultures and traditions. These help children to understand and value diversity in their own community and beyond. They attend playgroups with the childminder, to broaden their social experiences and help them gain confidence in different environments.
- The childminder very effectively shares information with parents and staff from other settings that children attend. This helps everyone have consistency in children's care and learning. Parents comment very positively about the childminder. They appreciate her good communication and say their children have 'settled seamlessly'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her knowledge of safeguarding and child protection issues. She has a clear understanding of the signs and symptoms which could indicate a child is at risk of harm. She knows what procedures to follow to protect children if she has concerns about a child's welfare. The childminder has comprehensive safeguarding procedures and policies in place. She has a broad understanding of wider safeguarding concerns such as online safety and the risk of children being exposed to extreme views.

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

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

- enhance the teaching of mathematics to help children build on what they have learned and use this knowledge confidently in a variety of situations
- use professional development opportunities to develop teaching skills even further to maximise children's learning.

## Setting details

<b>Unique reference number</b>	EY545673
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10100278
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 5
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in the village of Grately, near Andover in Hampshire. She provides care from 8am to 6pm all year round.

## Information about this inspection

### Inspector

Rachel Edwards

### Inspection activities

- The inspector discussed with the childminder how she organises her home and plans the curriculum to support all areas of children's learning.
- The inspector looked at all areas of the home and garden used by the children.
- The inspector observed a planned activity with the childminder. They discussed what the children had gained and how the childminder planned to extend their learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector sampled relevant documentation, such as evidence of the suitability of persons living in the household, children's records and training certificates.
- The inspector took account of the views of parents through their written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019