

Childminder report

Inspection date: 8 October 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

Children are welcomed into a relaxed and caring environment where they are happy and settled. The childminder clearly understands children's individual needs and has formed positive and supportive relationships with children and their families over many years. The childminder gathers an abundance of information from parents from the outset of care, which ensures she has a deepened knowledge of each individual child's background, abilities and experiences prior to their care journey with her. The childminder is nurturing and supportive. Children demonstrate a strong sense of belonging while attending the childminding setting. Older children express their happiness as they confidently move around the spaces available. Babies demonstrate their emerging independence skills. For instance, they begin to crawl and access toys located further away from the childminder. However, they regularly glance back and check in with the childminder as they play. This helps them to feel reassured, safe and secure. Children have a clear understanding of the childminder's high expectations for their behaviour. As a result, they behave kindly towards one another and take turns during games. Older children are caring towards younger children. For instance, they encourage them to help find the required pieces so they can complete a jigsaw together.

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

- The childminder is experienced and organises her childcare service well. She implements her policies and procedures to provide a safe and secure environment for children. The childminder ensures she keeps up to date about any changes to legislation that affect her childcare business. She actively accesses training and webinars that contribute to the well-being of the children in her care.
- Parents speak highly of the childminder and comment on her home-from-home provision. They detail how she is kind, caring and loving towards their children. They appreciate her professionalism, flexibility and support, particularly for those children with identified and targeted needs.
- The childminder works well with other childminders in the local area. Together they visit local childminding groups and libraries. Children enjoy opportunities to mix in larger groups and create meaningful friendships with other children. This supports their social skills and helps them to develop a sense of their community.
- The childminder skilfully weaves early mathematical concepts into everyday activities. Children learn to count, groups items together and use positional language during play, such as when matching different types of dried pasta. The childminder supports them to detect which pasta shapes are the same before placing them inside the pretend microwave or into cake cases.
- Children develop a deep understanding of the natural world and other living

creatures. For example, the childminder encourages children to be vigilant for insects in and around her garden. She talks to them about where insects live and develops children's natural compulsion to explore further when visiting nearby woods.

- The childminder models strong and consistent behaviour values well. She sensitively helps children to resolve disagreements over toys by offering simple instructions, such as to take turns. The childminder supports children to listen to each other to ensure play is harmonious.
- The childminder acknowledges kind gestures between the children and offers continual praise throughout her day. For instance, children talk and interact with newer children to assist in making them feel welcome as they settle into their new surroundings. This helps to boost children's self-esteem and recognises that their efforts are meaningful.
- The childminder provides nutritious snacks and supports parents in providing healthy packed lunches. She works effectively in partnership with parents to support children's continuing good health and emerging toileting needs.
- The childminder provides children with a good range of activities, which support their development and learning. However, on occasion, the childminder does not always make the most of these learning opportunities to provide older children with sufficient challenge to help them to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to help her keep up to date with current safeguarding requirements and statutory duties. This includes the 'Prevent' duty. The childminder knows the signs that may indicate a child is at risk of neglect or abuse. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder provides parents with information regarding her responsibilities to safeguard children and the requirement for her to report concerns.

What does the setting need to do to improve?

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

- focus more precisely on curriculum planning and identify how to challenge older children to help them fulfil their potential.

Setting details

Unique reference number	111802
Local authority	Hampshire
Inspection number	10063313
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 February 2016

Information about this early years setting

The childminder registered in 1988. She lives in Gosport, Hampshire. The childminder operates all year round, from 7.30am until 5.30pm on Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Denman

Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The childminder and inspector reviewed and evaluated an activity that was undertaken.
- The inspector spoke to the childminder and to the children at appropriate times during the inspection. She also took account of the views of parents from written feedback provided.
- The inspector observed and discussed the quality of teaching with the childminder during activities and assessed the impact this has on children's learning.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people at the address and statutory documents, such as first-aid certificates and appropriate insurances.

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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