

Childminder report

Inspection date: 4 November 2019

Overall effectiveness	Good
------------------------------	-------------

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

Children settle quickly in the warm nurturing care of the childminder. She gets to know and understand the children well and they form trusting relationships with her. Toddlers freely move between the playroom and conservatory, exploring the many resources available to them and developing their physical skills. The garden provides attractive additional play space where children enjoy a variety of physical activities. Children's language development is encouraged particularly well by the childminder. She talks to the children about what they are doing, and listens and responds attentively. The childminder reads books to the children and she talks to them about the characters, encouraging them to respond. The childminder knows each child's interests and uses these to encourage the next steps in their learning. Children meet other children and adults at local soft-play and musical activities in the community. In addition to encouraging social skills, this encourages their physical development, creativity and awareness of the community around them. Children are learning to share, take turns and play happily with their friends, relevant to their age and understanding. The childminder has consistent behavioural expectations and boundaries, and offers regular praise and encouragement, supporting children's social skills well. All children make good developmental progress from their starting points.

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

- Children develop their independence from an early age. For example, toddlers help to find their shoes and put them on and they feed themselves with increasing skill.
- The childminder gets involved in children's play, skilfully extending their learning and adapting to their interests. For example, children learn how to turn the tap on and off as they help to fill the bowl for water play. They help to transfer the water to another container and enjoy adding pebbles and watching them sink.
- Planned activities build on children's skills. For example, the children show great concentration as they thread cereal hoops onto spaghetti. This activity encourages their hand-to-eye coordination and builds on the children's current interest in stacking items.
- Children thrive in the childminder's kind and attentive care. She recognises when children are getting tired or hungry, and adapts to their needs. The children seek her company and naturally enjoy a cuddle.
- The childminder is a skilful teacher. She joins in activities, modelling what to do. For example, toddlers are intrigued by the 'Jack in a Box'. The childminder shows them how to push down the lid, then turn the handle. They giggle with delight when the character pops up and then learn, with some help, how to use the toy themselves.
- The childminder communicates effectively with parents to help ensure that she

provides coordinated and appropriately high levels of care. Parents comment very highly on the quality of care and learning the childminder provides. The childminder is attentive to the individuality of each child in her care.

- Children develop a secure understanding of good health practices. The childminder encourages children to participate in enjoyable physical activities, eat healthy foods and follow good hygiene routines. Toddlers demonstrate their awareness of how to clean their hands.
- The childminder seeks the views of parents and considers the progress children make in order to assist her to review her work and plan for future improvements.
- The childminder keeps up to date with required training and regularly undertakes training opportunities in order to develop her knowledge and skills. As a result, she is knowledgeable and provides a high-quality service.
- Children begin to develop mathematical awareness and language at an early age. The childminder encourages children to count, match and sort as they play.
- The childminder is very well equipped to provide the children with a great variety of activities. However, sometimes children have easy access to too many resources. This means the toddlers get too many toys out at once, which impedes their concentration and physical opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to the possible indicators of abuse and knows the action she must take if she is concerned for the welfare of a child. She is aware of the procedure to take should there be an allegation about a member of her household. The premises are secure and the childminder carefully risk assesses her environment, outings and the activities she undertakes with the children. Procedures to promote children's safety, welfare and well-being are shared with parents and implemented effectively.

What does the setting need to do to improve?

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

- consider how to organise resources, to make better use of space and increase the children's opportunities to use them even more effectively.

Setting details

Unique reference number	EY396095
Local authority	Hampshire
Inspection number	10063234
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 October 2015

Information about this early years setting

The childminder registered in 2009. She lives Andover, Hampshire. The childminder provides care on Monday to Friday from 7.30am to 5.30pm. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Lynne Lewington

Inspection activities

- The inspector viewed the premises and resources with the childminder.
- The childminder shared relevant documents and records with the inspector.
- The inspector observed the interactions of the childminder and children, and talked to them about their activities.
- The inspector took into consideration the written comments of parents.
- The inspector had discussions with the childminder about safeguarding, self-evaluation and continuous improvement.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2019