

Childminder report

Inspection date:

5 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The children at this setting feel safe and form secure attachments with the childminder. They engage in meaningful play together and the children excite in sharing their ideas and thoughts with the childminder. The childminder creates a warm and welcoming environment where the children relax and enjoy exploring the wide range of resources and toys.

Children behave very well. They are familiar with the routines and expectations of the childminder. For example, children independently select their plates and drinks for snack time and know to sit at the table. Children also demonstrate good manners and do not need prompting to use these. They use phrases such as 'you're welcome' and 'thank you very much' throughout the day.

The childminder has a calming and relaxing manner which the children respond very well to. She has high expectations of what her children can achieve and, as a result, has a rich curriculum that focuses on the children's individual interests. The childminder skilfully extends activities and makes suggestions to continue learning. However, she does not always explore new ideas and concepts during unplanned activities which arise from the children's own ideas.

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

- The childminder gathers detailed information about children when they start at her setting. She works in partnership with parents to find out everything about their children to ensure she creates an inclusive setting. For example, she asks questions about children's interests, abilities and family traditions.
- The childminder is effective in sharing information with parents regularly. This ensures they are kept up to date with their children's progress and can support them in the home environment. She also shares information with other relevant professionals, such as nurseries that the children also attend. These partnerships help to enhance the children's development and learning.
- The children demonstrate high levels of self-motivation. For example, they independently tidy up after finishing play, before moving on to another activity. They also create their own play and can focus for long periods; they use construction materials to make their own robots.
- Teaching is good because the childminder has a clear knowledge about the stages of development. She consistently praises the children, which encourages them to keep trying. The childminder uses good questioning skills and, as a result, the children are able to think critically during their play. For instance, they use different resources and balancing techniques to create a ladder during play.
- The childminder aims to provide the children with a wide range of experiences and opportunities that support their future learning. For example, she takes the

children on regular outings to local parks, the beach and library. She plans outings effectively, based on the children's interests, such as visiting a museum to learn about dinosaurs.

- Opportunities to include mathematics during activities and play are facilitated well by the childminder. When playing with a role-play farm, children count animals together and talk about different shapes they can see. The childminder also uses routines and mealtimes to include mathematics, such as counting the pieces of fruit they have cut up during snack time.
- The children have awareness of personal care and hygiene routines. However, the childminder does not consistently explain to children why they need to wash their hands or make healthy choices, to further their understanding about why this is important.
- Children enjoy memorable moments with the childminder. They laugh and giggle with each other during play, and seek her out for comfort and reassurance. This demonstrates their positive relationships and happiness at the setting.
- The childminder self-evaluates regularly and keeps up to date with any changes. She is effective at targeting training to support the needs of the children and enhance her professional knowledge. For example, she attended a language and communication course to support a child with speech and language delay. However, the childminder recognises she can further develop this by modelling the sounds letters represent to encourage correct pronunciation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear on the signs and symptoms that may indicate that a child is at risk of harm. She has policies and procedures in place that she will follow if she has concerns about a child. The childminder knows who the relevant professionals are to contact for guidance. She keeps up to date with her safeguarding knowledge and is also aware of wider safeguarding concerns. The premises are kept secure and the childminder completes ongoing risk assessments to ensure children remain safe indoors and outdoors.

What does the setting need to do to improve?

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

- enhance children's learning even more by exploring new ideas during activities
- continue to support children's personal development by providing explanations about how and why we do things, particularly hygiene routines
- strengthen children's language skills further by modelling sounds to encourage correct pronunciation.

Setting details

Unique reference number	EY549070
Local authority	Hampshire
Inspection number	10123437
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Fareham, Hampshire, with her partner and two children. Her service is open all year round from 7.30am until 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3. She accepts funding for early education for children aged three years.

Information about this inspection

Inspector

Jamie Smith

Inspection activities

- The childminder and the inspector conducted a learning walk to understand how the early years provision and the curriculum are organised.
- The childminder and inspector carried out a joint observation together.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector read and took into account the written views of parents.
- The inspector sampled some of the childminder's policies, procedures and paperwork.
- The childminder and the inspector held a meeting.
- The inspector tracked the experiences of a child attending the setting.

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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