

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 | Not applicable |
|--|----------------|

What is it like to attend this early years setting?

The provision is good

The caring childminder provides a safe, welcoming and homely environment. She focuses on getting to know the children and families well. This helps her to meet children's individual care and learning needs effectively. Children show they are very happy and emotionally secure as they behave well, listen intently and cooperate happily. They confidently lead their own learning as they explore the wide range of resources the childminder provides in her home and garden.

Children are highly motivated to take part in the stimulating experiences the childminder provides that build on their learning and interests. For example, the childminder provided a firework-themed tray of objects which children were completely engrossed in exploring. She skilfully promoted their language and understanding as she encouraged them to describe the appearance and texture of the items. Children laughed as they rose to the challenge of picking up narrow threads of tinsel and tiny pom-poms with tweezers. This helped to develop their fine muscles and their early writing skills. Overall, the childminder has a good knowledge of how children learn and how to support them. However, she is less knowledgeable in supporting all aspects of their early literacy skills.

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

- The childminder has high expectations for children's learning. She is experienced in supporting children with special educational needs and/or disabilities. She uses her assessments of children's development to carefully plan activities that help them all to progress continually. For example, through play activities, she teaches three-year-old children to count to five and beyond and to recognise numbers.
- The childminder fosters children's love of books and rhyme through stories and songs. She takes children to 'rhyme time' at the library. They are beginning to recognise the initial letters of their names. However, she does not always teach older children about letters and the sounds they represent, to fully support their literacy skills.
- The childminder's enthusiasm and passion for helping children to learn and progress shine through all she does. She skilfully uses opportunities as they arise to increase children's knowledge and skills. For instance, she guided children in how to use a knife safely to cut their apple and explained that it is now in two halves. This developed children's independence and understanding of safety. In addition, it taught them how we use fractions in everyday situations. However, the childminder is sometimes too quick to suggest what children could do before giving them time to develop their own ideas.
- Since registration, the childminder has reflected on her practice and sought feedback from parents to help her evaluate her service. She increases her

knowledge through talking with other childminders, training and reading relevant publications.

- Parents comment on the strong relationships they have with the childminder and how they feel well supported by her. They refer specifically to the help she provided in stopping the use of a dummy for their children. This was an area of her learning that the childminder had shared with the parents. This shows good partnership working has a positive impact on helping to develop children's communication and language skills. Partnerships with other settings children attend ensure there is continuity in children's care and learning.
- The childminder is an excellent role model to children. She is calm and patient and communicates clearly with them. As a result, children behave very well. For example, while playing a game, children waited and told the childminder, 'It's your go'. Children show independence and a determined attitude as they approach things. They persevere during fiddly tasks, for example, as they connected two glow sticks together to make a circle.
- Children have plenty of rich opportunities to explore their local environment and meet new people. This helps them to develop a greater understanding of the wider world and respect for the people in it. The childminder organises regular trips to local toddler groups and to places of interest, such as a local beach. She takes children to parks where they develop their physical skills and learn to manage their safety well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She attends regular training to help her keep up to date with the requirements for safeguarding procedures. The childminder knows the signs that may indicate a child is at risk of neglect or abuse. She is aware of wider safeguarding concerns and what to be alert to. She is clear on the procedures to follow should she have any concern regarding the welfare of a child in her care. Risk assessments are in place for the home and outings, and are updated regularly.

What does the setting need to do to improve?

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

- strengthen the quality of teaching for literacy to further support children's learning to the highest level
- allow children enough time to think and to further develop their own ideas during play and discussions.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY545919 |
| Local authority | Hampshire |
| Inspection number | 10100257 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 to 8 |
| Total number of places | 4 |
| Number of children on roll | 6 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017 and lives in Waterlooville, Hampshire. She works Monday to Friday, all year round. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The childminder and the inspector completed a learning walk through areas of the home being used for childminding, to see how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- A sample of documentation, including records relating to children, safeguarding procedures and the written views of parents, was viewed by the inspector.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.

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