

Childminder report

Inspection date: 7 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are very happy, which shows that they feel safe in the care of the childminder. They are very eager to learn, and have a wide range of opportunities to develop their skills in a secure and nurturing environment. They rise to the challenges which are expected of them and have an amazing attitude to learning. The childminder plans a wide curriculum, which promotes children's individual next steps in development.

The childminder develops strong bonds with children, which promotes positive relationships effectively. For example, children are encouraged to explore and talk about what they are learning. Children are effective communicators and make good progress in their speech development. Children delight in talking about clearing the leaves in the garden and they make observations about the nearby building work and the changes they have seen. They demonstrate they are well placed to be successful in their future lives.

Children's behaviour is exemplary and they share and take turns without question. They are encouraged to be very independent. They move around the setting and select toys and resources which interest them. For example, they use sticks as wands and begin to make a 'magic potion'.

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

- The childminder reflects on her practice and continuously evaluates the effectiveness of her setting. For example, she has developed the environment to allow children to self-select the toys and resources they want to play with.
- Partnerships with parents are good. Parents are very complimentary about the setting and are confident when leaving their children that they are safe and secure. The childminder meets the parents regularly to ensure there is a continuity of care. Questionnaires are completed by parents and children every term. The childminder uses these to help to further evaluate her practice.
- The childminder shows she has high expectations of the children and is enthusiastic in supporting their language and communication development. She uses new words which the children repeat, such as 'Halloween' and 'Guy Fawkes'. Children recall that they had visited the childminder when they were doing 'trick or treat'.
- Children enjoy daily experiences which build on their interests. Children walk down the road to talk to builders who are renovating a property. They go out daily on the school run. They explore local parks and meet up with other children.
- The childminder ensures that children have opportunities to develop their physical skills. During visits to the park, children learn to manage more-

challenging equipment, such as different types of climbing frames.

- Children develop a strong sense of right and wrong. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour can have on others.
- The childminder works with other professionals to enable her to provide the best possible outcomes for children with special educational needs and/or disabilities. The childminder is attentive to children's needs and ensures they receive individual learning support.
- Children are well prepared for their next stages in learning due to the childminder's effective teaching. She makes good assessments of children's learning and development and uses this knowledge to plan carefully thought out next steps.
- The childminder takes the younger children on the school run, which gives them the opportunity to become familiar with the school and its surroundings. Children are happy to see their siblings and the other children who come back to the setting to play. Some opportunities are missed to share information about children who attend school, which could help to explain different behaviours.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm. She attends regular training to help keep her knowledge of safeguarding procedures up to date. 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 a child in her care. The childminder is knowledgeable about wider issues, such as children being exposed to people who have 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 partnerships with other professionals to share information.

Setting details

Unique reference number	150849
Local authority	Hampshire
Inspection number	10108500
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 June 2013

Information about this early years setting

The childminder registered in 2000 and lives in Fareham, Hampshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early early education for two-, three- and four-year-old children. She has an appropriate qualification at level 3.

Information about this inspection

Inspector

Jo Hogan

Inspection activities

- The inspector and the childminder completed a learning walk around the setting.
- The inspector had discussions with children and the childminder at appropriate times.
- A joint observation was carried out with the childminder.
- The inspector observed children's play and learning and the quality of the childminder's teaching.
- Documents were sampled by the inspector, including evidence of training and suitability.

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