

Childminder report

Inspection date: 3 December 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 childminder and her assistant provide a caring and nurturing environment in which children flourish. They have developed good relationships with the children and know them well. This means they are able to respond to children's care needs quickly and sensitively. For example, they recognise when children may be sleepy, need their lunch or just need a cuddle. Children demonstrate through their behaviours that they feel safe and secure in the childminder's and assistant's care, as they seek them out for comfort and to share a story.

Children are developing an understanding of how to play together as they use their imaginations to become 'doctors'. They are curious as they explore resources and give the childminder and her assistant 'injections' and use a stethoscope to listen to their hearts beating.

The childminder and her assistant plan the play environment to meet the children's interests. They pay careful attention to the way in which children play and reflect on this to decide what resources to offer. For example, when children show an interest in construction, the childminder and her assistant provide a range of different resources that enable children to use their imaginations to build and create.

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

- The childminder and her assistant believe that children learn best through play. They are able to provide activities that all children are able to participate in and learn from. For example, older children identify shapes and count them as they use their imaginations to create a picture of a snowman, while babies explore the texture of the glue on their hands. However, at times, the childminder and her assistant do not provide children with enough challenge to extend their learning further.
- Children explore the childminder's home confidently. They are developing their independence as they wash their hands before mealtimes and tidy away when their play has come to an end.
- The childminder uses the information she gains from parents and her observations to work with parents to support children's development. For example, they discuss when children are ready to be toilet trained and provide parents with advice on how to do this successfully. This helps children to be ready for their move to school.
- Children behave well in the childminder's home. The childminder and her assistant provide children with clear messages about how to behave and be kind to each other. They provide meaningful praise as children share resources. This helps children to develop their confidence and build a positive self-esteem.

- The childminder and her assistant support children's communication and language skills well. They understand that children develop at different rates and know how to provide extra support to those that need it. The childminder and her assistant repeat words and phrases and successfully introduce new words to children as they play and explore. As a result, children are making good progress in their language development.
- Parents are complimentary about the care that the childminder offers. They describe the care as a 'home away from home' and say, 'I am content at work, knowing my children are in her care.' The childminder keeps parents up to date with their child's progress and shares how they can continue the learning at home if they choose.
- The childminder plans outings to places of interest, such as the park, farm and local toddler groups, to promote children's physical development and social skills. However, there are fewer opportunities for children to explore the wider community in which they live.
- The childminder and her assistant regularly reflect on their practice and identify ways to improve the care they offer. For instance, they have made improvements to the after-school routine to ensure that it meets the needs of all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of how to keep children safe. They have completed training about child protection and know how to identify, record and report their concerns to the appropriate professionals. The childminder ensures that her assistant remains suitable to work with children through regular supervision meetings. The childminder and her assistant understand the wider aspects of safeguarding and how these may affect children and their families. The childminder ensures children are safe in the home. For example, she provides close supervision and reminds children how to keep themselves safe.

What does the setting need to do to improve?

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

- create opportunities for children to have more experiences to enhance their understanding of people, families and communities beyond their own
- identify when to extend children's learning further, for example by using questions that challenge and make them think.

Setting details

Unique reference number	EY545385
Local authority	Hampshire
Inspection number	10104355
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
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 with her family in Fareham, Hampshire. The childminder provides care from 7.30am until 6pm throughout the year, with the exception of family holidays.

Information about this inspection

Inspector

Teresa Newman

Inspection activities

- The inspector had a tour of the premises and discussed with the childminder how she supports children's learning and development.
- A joint observation was completed with the childminder to assess how well she monitors the quality of teaching.
- The inspector took account of the written communication from parents.
- A range of documentation was reviewed during the inspection, including training certificates and suitability documentation.
- The inspector observed the interactions between the childminder, her assistant and the children, and considered the impact of these on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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