

Childminder report

Inspection date: 10 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children build strong bonds with the childminder and her assistant. They are kind to each other and behave well. Children learn to share resources and happily play together. They build on their imagination as they 'shop' and put play fruit into their baskets. Children develop their coordination skills as they build with blocks and move cars around the floor. They are confident around the childminder and her assistant, and seek reassurance from them when introduced to new people. Children learn that print has meaning and enjoy hearing stories. They build on their learning in practical ways. For example, as they hear about a hungry insect, the childminder encourages them to find the play fruit that matches what the caterpillar is eating. Children take the fruit to the childminder and this leads to discussions about healthy eating.

Children engage well in activities. For example, children lay down on lining paper and the childminder encourages them to draw around each other and identify where each other's head, arms and legs are. However, on occasion, the childminder does not give children sufficient time to test out their ideas and solve problems for themselves. For example, the childminder encourages children to predict who is the tallest. She uses a tape measure, and shares the numbers that show them how tall they each are, but then identifies who is the tallest before they can think it through for themselves.

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

- The childminder works in close partnership with parents and other professionals to support children's identified learning needs. She completes specialised activities with children to build on their speech and communication to promote a consistent approach to developing these skills.
- The childminder has made improvements to her provision since the last inspection. She now makes more use of the activities she provides to build on children's awareness of healthy eating. In addition, she has improved how she monitors children's progress to help her more accurately identify their next steps in learning.
- Children are making good progress and are developing the skills they need for their future learning. They demonstrate good independence skills, are developing their physical skills and gain confidence in using tools, such as scissors, glue spatulas and crayons.
- The childminder provides a varied range of experiences for the children. She prepares and plans adult-led activities. However, at times, the childminder does not thoroughly prepare for these activities or consider which additional resources children may need to extend their learning, exploration and investigation skills. For example, children are not consistently able to access additional reference

materials or equipment to further develop their understanding and their knowledge of the topic the childminder is teaching, in order to receive the maximum impact of the teaching the childminder provides.

- The childminder supports her assistants to gain an awareness of how she operates. She ensures that her assistants read her policies, take part in identifying next steps in learning and are aware of children's care needs. The childminder shares information she learns from the training she attends to help her assistants develop their knowledge further.
- Children gain an understanding of what their bodies need to be healthy and they go out for walks in the fresh air every day. The childminder builds on children's awareness of their local community and builds on their awareness of the wider world throughout the year, such as through celebrating different festivals.
- Children happily play together and join in each other's games. When minor disputes happen around toys, the childminder calmly talks to them about remembering that they share, take turns, and are kind to their friends.
- The childminder shares her policies and procedures with parents, and provides regular updates on their children's progress. She talks to parents daily to enable her to meet children's continually changing needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the local authority safeguarding procedures and is aware of the process to follow if she identifies a concern for a child's welfare. The childminder and her assistants have all completed safeguarding training to keep themselves up to date with current safeguarding procedures, including the 'Prevent' duty and being aware of extreme views. The childminder keeps copies of the safeguarding numbers readily to hand to help her promptly seek advice or make a referral if she has a concern. She completes risk assessments to identify and promptly address any potential risks to enable children to play in safety. The childminder provides children with clear instructions on how to use equipment safely.

What does the setting need to do to improve?

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

- improve the organisation of adult-led activities and ensure there are well-planned resources available to enable children to extend on their investigations and receive the maximum impact of the teaching provided
- enable children to have more time and opportunities to test out their ideas and solve problems for themselves.

Setting details

Unique reference number	EY336813
Local authority	Hampshire
Inspection number	10073699
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	13
Date of previous inspection	15 June 2016

Information about this early years setting

The childminder registered in 2006 and lives in Yateley, Hampshire. The childminder operates her service from 7am until 6pm each weekday, all year round. The childminder holds a relevant childcare qualification at level 3. The childminder has two assistants that she occasionally works with.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The childminder and inspector completed the learning walk together to understand how the early years provision and the curriculum are organised.
- The inspector had a tour of the areas of the premises/home used for the childminding provision. The inspector took into account the written views and comments of parents.
- The inspector completed observations of the interaction of the childminder and her assistant with the children, to assess the impact their teaching has on children's learning and development.
- The inspector held discussions with the childminder, her assistant and the children at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.

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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