

Childminder report

Inspection date: 16 January 2020

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

The childminder provides a warm and caring environment. Children settle well and are happy and content. The childminder is professional and dedicated towards her role and responsibilities. She helps children to build strong and loving bonds with her. Children show a firm sense of belonging and immediately seek her reassurance if they become upset. The childminder prioritises the physical development of the children in her care. They have daily access to the garden to build on their balance and take simple risks such as negotiating steps. The childminder helps to widen children's social interactions by taking them to local parks and soft-play areas to build on their understanding of playing well with others. The childminder makes good use of her risk assessments, which she updates regularly. For instance, she recognises the need to review the garden area after recent weather changes. This helps to provide a safe and secure environment for children to explore and investigate. The childminder provides consistent and age-appropriate explanations to help children to learn to behave well and to start to recognise their own emotions and the needs of others around them. Children are shown respect and the childminder has a good understanding of each child's unique personality and characteristics.

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

- The childminder plans well for her own professional development. She has attended courses to update her knowledge and understanding of how to provide quality teaching and opportunities for children. The childminder has good partnerships with other childminders in the area to share ideas and suggestions, to continuously build on her own practice.
- Children are building good communication and language skills. The childminder introduces new sounds and words that children are learning to repeat. This helps children to constantly build on their increasing vocabulary. Children enjoy reading stories and pointing to pictures that they are starting to recognise. This helps children to build on their recall and memory skills.
- The childminder closely tracks and monitors the development of the children. She is able to quickly identify potential gaps in their learning to provide additional support if required. The childminder makes regular observations that she shares with parents to help them to be involved in their child's progress and the next steps for their future learning.
- Self-evaluation is used well to continuously improve all areas of the childminder's provision. She is reflective and strives to provide the best possible care for the children. The childminder values the comments and views of both parents and children in helping to identify areas for improvement and change.
- The childminder provides a wide array of resources and toys for children to build on their learning. However, younger children do not have full independent

access to them, which does not fully support their own changing interests.

- Children enjoy using simple technology to make music. Children show their increasing problem-solving skills as they remember which buttons to press. They use musical instruments to explore different sounds as they bang on the drum with their hands and shake the bells. This helps children to become even more inquisitive and use their senses in their play and learning.
- The childminder has worked well towards the recommendations from her last inspection. She encourages children to build on their own independence, such as learning to feed themselves at mealtimes and also to attempt to dress and put on their own shoes for outside play.
- Children are curious and engaged learners who enjoy planned drawing activities. However, children do not have independent access to these resources to help them to build further on their early literacy skills and creativity.
- The childminder has very effective and strong relationships with parents. She collects information when children first start to enable her to plan for their future learning and development. Parents comment on the professionalism of the childminder and feel very lucky to have her as part of their wider family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in how she would safeguard the children in her care. She can explain the signs and symptoms of the different types of abuse and the procedures she would follow to report any concerns. This helps to protect the welfare of children. The childminder keeps her knowledge and understanding up to date to include the wider issues of protecting children, for instance, from radical views and in using technology safely. The childminder uses good risk assessment processes, which she regularly adapts when on outings and in the garden to help children to be safe at all times.

What does the setting need to do to improve?

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

- review the organisation of resources for younger children, to encourage them to make their own choices and support their changing interests
- build on the range of mark-making resources and increase opportunities to help younger children to explore with their creativity and early literacy skills.

Setting details

Unique reference number	EY478818
Local authority	Hampshire
Inspection number	10076094
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	5
Number of children on roll	6
Date of previous inspection	27 July 2016

Information about this early years setting

The childminder registered in 2014 and lives in Farnborough, Hampshire. She operates her service from 7am to 6.30pm, Monday to Friday all year round. The childminder is able to accept funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector conducted a learning walk with the childminder around the areas of the home used for the childminding provision. The inspector took into account the views and written comments of parents.
- A range of documentation was sampled, including suitability checks and children's development files.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on children's learning and development. The inspector observed play in both the indoor and outdoor environments.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about her professional development and how she evaluates her provision and her current areas identified for improvement.

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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