

# Childminder report

---

Inspection date: 13 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children have secure attachments with the childminder, who provides a caring and welcoming environment. Children settle quickly and confidently explore the resources on offer. They seek out the childminder during play and go to her for comfort and reassurance. Children feel safe and secure with her.

Children behave well and respond to the childminder's positive praise and encouragement. They understand the routines and expectations at the setting. For example, they eagerly help to tidy away activities and toys once they have finished with them. Children are keen learners and focus on activities for long periods of time, demonstrating good levels of engagement. On occasions, children are not given sufficient time to think critically before the childminder provides answers or steps in to help. The childminder is aware that she does this and is working to improve.

The childminder plans activities based on the children's interests and next steps in development. She has been working on developing this area of her practice. This ensures she makes correct assessments on children's progress, identifying what they need to learn next. As a result, children are making good progress.

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

- The childminder ensures the children have access to different experiences and opportunities to enhance their cultural capital. For example, they go on weekly trips to the local library where they attend a singing and rhyme class. The childminder also takes the children to the beach to see the ferries and boats. Children happily recall their trips to local woodlands for nature walks where they take food for the squirrels and birds.
- The childminder ensures she supports the children's emotional well-being and understanding of the wider world. For instance, children at the setting have parents in the military who are overseas frequently. The childminder has a map of the world on display and the children have made a boat which they stick onto the map to identify which country their parent is in. This gives the childminder opportunities to support the children through these transitional times and discuss positively where the children's parents are in the world, learning about new countries.
- The childminder joins in with the children's play and uses this as a way to teach children about risk and safety. For example, during role play a child makes a cup of tea for the childminder and tells her to be careful as it is hot. The child 'blows' on the pretend drink and tells the childminder to do the same. The childminder has also made improvements to her setting to ensure children's safety. This includes storing harmful substances out of reach and allowing children access to

only certain areas of her home unless accompanied by herself.

- The childminder supports the children during the day with routines and tasks. Often the childminder completes tasks for the children rather than encouraging their independence. For instance, she sets the table out for snack time and prepares the fruit and drinks for them. She does encourage children to take off their own shoes and coats, but does it for them if they encounter difficulties.
- Children thoroughly enjoy exploring books and select these themselves with interest. Children cuddle up to the childminder and ask her to read stories to them. She uses different expressive voices when reading and asks questions such as, 'Can you count how many dinosaurs there are?' and 'What colours can you see?' Children excitedly respond to her questions and smile when the childminder praises them. She also misses out sentences in familiar stories and children confidently fill in the gaps.
- The childminder understands the importance of her professional development and completes regular training courses to ensure she keeps learning. She has also developed methods for self-evaluation which she is continuing to work on, to further improve her practice. For instance, she writes down ideas and thoughts after activities in order to improve them.
- The childminder regularly shares information about the children's development with parents and other settings. She uses the shared information to support children's learning. For example, she has developed resources to work on children's dexterity.
- The childminder is developing children's awareness of emotions and feelings through discussions and using interactive books and pictures. However, she does not explain how these emotions relate to everyday situations, to enhance children's understanding further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently recognise the signs and symptoms that may indicate a child is at risk of harm. She is fully aware of her roles and responsibilities to safeguard children. The childminder has a good understanding of wider safeguarding concerns, such as the 'Prevent' duty and female genital mutilation. She has policies and procedures in place and knows who to contact if she has concerns about a child's safety and welfare. The childminder places great importance on keeping her knowledge up to date and completes regular safeguarding training.

## What does the setting need to do to improve?

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

- support children to manage small tasks for themselves so they become more

independent in their learning

- allow children to develop their critical thinking skills further by giving them more time to explore their own ideas
- provide more information to children when discussing new ideas and topics, to further enhance their learning.

## Setting details

<b>Unique reference number</b>	110932
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10097502
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 February 2019

## Information about this early years setting

The childminder registered in 1993 and lives in Gosport, Hampshire. She operates from 7.30am to 5.30pm Monday to Friday, throughout the year. The childminder holds a relevant level 3 early years qualification.

## Information about this inspection

**Inspector**  
Jamie Smith

### Inspection activities

- A learning walk was conducted with the childminder to understand how the early years provision and the curriculum are organised.
- The childminder and the inspector carried out a joint observation together.
- The inspector sampled some of the childminder's policies, procedures and paperwork.
- Discussions were held with the childminder, parents and children at appropriate times throughout the inspection.
- A meeting was held between the inspector and 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020