

Childminder report

Inspection date: 20 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

Children are happy, safe and well cared for in the childminder's welcoming home. They develop strong bonds with the childminder, and with each other. The childminder places a strong focus on building children's personal, social and emotional well-being. She places this at the heart of her curriculum. This helps children, even from a young age, to learn to value and respect the differing needs of their friends. Children are very polite, respectful and courteous, such as when they play together, when speaking to the childminder, and when talking to each other. The childminder is a good role model. She values and respects children's choices. This contributes the harmonious environment she creates and maintains for children in her home.

The childminder organises her environment well. Activities are planned with children's interests in mind and are adapted well to the differing ages of children. Opportunities to build on children's literacy skills are captured effectively by the childminder. Children enjoy choosing and listening to favourite stories the childminder reads to them. Older children concentrate well in activities and enjoy thinking through and answering questions the childminder asks them. Children are confident to share their views and ideas, and develop good attitudes to learning. This helps children to gain the skills they need in readiness for their next stage in learning, including school.

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

- The childminder gets to know children well. She finds out about children's individual interests and provides activities with these in mind, to motivate their play and learning. For instance, toddlers learn how to mix paint, as she teaches them the names of the different colours they use. The childminder encourages children to use brushes to experiment with the marks they make, as children gain good control of the small muscles in their hands. This helps children to develop the physical dexterity they need in readiness for writing, when the time comes.
- Children develop strong, trusting relationships with the childminder, who is attentive to their needs. Babies relish opportunities to cuddle with the childminder, who recognises when they are hungry or tired and swiftly attends to their needs. Children play well together. The childminder teaches younger children the importance of taking turns and sharing resources. She frequently praises children and encourages them to reflect on minor disagreements. This helps older children learn how to play cooperatively, as they show kindness and empathy towards each other.
- The childminder plans a range of learning opportunities to build on children's skills. She has a good understanding of what children know and can do and

plans for their onward learning. However, children's next steps are not always focused or precise enough in all areas of learning, to enable the childminder to focus teaching opportunities as sharply as possible.

- The childminder takes a professional approach to continuous improvement, gaining the views of parents and children in her evaluation of her setting. For instance, since her last inspection the childminder has developed relationships with other early years settings children attend. Furthermore, she has improved opportunities for children to build on their imaginative play, to sustain their concentration and engagement in activities.
- The childminder is qualified, experienced and knowledgeable about children's development. She continues to build on her knowledge and skills, such as through meeting with other childminders to share best practice ideas. However, the childminder has not focused her professional development programme as precisely as possible, to extend her good teaching skills, particularly to strengthen her knowledge around developing children's communication and language skills.
- Partnerships with parents are good. The childminder shares children's key achievements and individual care needs with parents, to promote a joined-up-approach to children's development. Parents speak very favourably of the childminder's good-quality care and the learning she provides for their children. They say that she has guided children in good manners, sharing and playing with others, through providing opportunities to meet and play with others in a variety of activities. Parents say that this has helped to promote children's good social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure environment for children to play and learn. The childminder supervises children well, including when on outings away from her home. Her policies, procedures and risk assessments promote children's safety, welfare and well-being, and these are implemented effectively. The childminder has a robust understanding of her role and responsibilities to keep children safe. She completes regular training, including about wider issues such as radical and extreme views and behaviours. The childminder knows how to identify and report any child protection concerns to maintain children's welfare.

What does the setting need to do to improve?

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

- strengthen the programme of professional development to extend knowledge of how to support children's communication and language skills, more precisely
- focus more sharply on children's next steps in learning, to help them to make

the best possible progress.

Setting details

Unique reference number	112565
Local authority	Hampshire
Inspection number	10063327
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 February 2016

Information about this early years setting

The childminder registered in 1987 and lives in Eastleigh, Hampshire. She offers care for children on Monday to Friday, from 7am to 6pm, for most of the year. The childminder receives funding for the provision of free early years education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and the childminder during the inspection.
- Parents shared their views through written feedback provided, which the inspector took account of.
- The childminder completed a joint evaluation of an activity with the inspector and shared her views of this with her.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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