

Childminder report

Inspection date: 24 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children form secure and trusting relationships with the childminder. They show they are happy and emotionally secure as they listen intently and are keen to play with her. Children move confidently around the childminder's home and explore the engaging resources that help them develop new skills. For example, two-year-olds learned how to use a rolling pin to flatten the modelling dough. Children are keen to take part in the wide range of activities the childminder provides based on their interests. For instance, the childminder helped older children to research the internet to find out more about the rhinoceros. Children excitedly explained that they eat grass and may have one or two horns.

Overall, the curriculum provides a broad range of experiences and helps children develop the skills they need for their future learning. The childminder has high expectations of children's behaviour. She models strong, consistent behaviour values. Children are learning the importance of taking turns and to share the toys. Children benefit from many opportunities to learn about their immediate community and develop social skills, for example through visits to toddler groups and the library. They explore the wider and natural world on visits to the beach. However, there are fewer opportunities for children to fully develop their independence and critical thinking skills.

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

- The childminder develops strong partnerships with parents. She invites their opinions to help her evaluate her provision. Parents comment positively about the sensitive support she provides in helping children to understand and manage their feelings. They value the regular updates she provides about their children's progress and how to support their development at home.
- Observation of children's play and interests helps the childminder to plan activities that help support the next steps in their learning. For example, children enjoy learning to recognise numbers on houses when they are out walking. Children show delight as the childminder reads their favourite stories to them. She pauses so they can say familiar phrases at appropriate times through the story. This fosters children's love for literacy and rhyme.
- Children learn to recognise and manage risks and how to keep themselves safe, such as when crossing the road. Children learn about different people in the world. For instance, they talk with the childminder about the girl in a story who carries a basket on her head. This helps them gain a better understanding of how people have different lives.
- The childminder uses what she has learned through training effectively. She has completed a course about children's learning styles. This is helping her to identify and plan effectively to build on what children know and show interest in

doing. For instance, she recognised some children repeatedly open and close lids and doors. She provides equipment that have the same open and close action, such as a playhouse with doors and mobile phones that are no longer used. Two-year-olds increase their language skills as they open the phone, have an imaginary conversation with mummy, and close it up again.

- Children are gaining independence. For example, three-year-olds manage important self-care skills, such as using the toilet and washing their hands afterwards. However, on occasions, the childminder is quick to step in and do things for children they find challenging, instead of encouraging them to try for themselves, for example when connecting pieces of construction equipment together and when tidying toys away. This does not always help develop children's independence to the highest level and to overcome difficulties.
- The childminder interacts well to increase children's understanding and to support their communication and language skills. She uses new words and gives good explanations for what they mean, to help extend children's learning. For example, she explained that 'a carousel is another name for a merry-go-round'. All children, including those with delays in their language skills, are becoming confident talkers and make good progress. However, sometimes the childminder suggests what children could do before giving them time to think and to develop their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. She keeps her knowledge up to date and has completed safeguarding training. She has a broad understanding of wider safeguarding issues and understands how to identify and report any concerns. The childminder assesses risks well and takes effective steps to keep children safe in her home and when on outings. She follows procedures, such as not leaving children unattended with her dogs, to ensure children are safe.

What does the setting need to do to improve?

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

- support children further to think and to develop their own ideas during play and discussions, to extend their learning and critical thinking
- make the most of all opportunities to help children develop their independence skills fully and to persevere when faced with challenges.

Setting details

Unique reference number	112048
Local authority	Hampshire
Inspection number	10070344
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 May 2015

Information about this early years setting

The childminder registered in 1992 and lives in Totton, Hampshire. She works from 6.30am to 6pm on Monday to Friday, all year around. The childminder receives funding for the provision of free early education for children aged two, three and four years. She has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and while accompanying the childminder and children on a walk, and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The childminder and inspector completed a learning walk through areas of the home and garden being used for childminding, to see how the early years provision and the curriculum are organised.
- The inspector sampled a range of documentation, including records relating to children, safeguarding procedures, and the written views of parents.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020