

Childminder report

Inspection date: 4 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy in the setting and build close emotional bonds with the childminder. They are confident in their interactions with her, seeking her out to share their play experiences. Children show that they are happy and feel safe with the childminder. They enjoy cuddles and snuggle close to her as they share their favourite books.

The childminder promotes children's emotional well-being well. She offers settling-in sessions as children start. This helps children to become familiar with the environment and build secure attachments with the childminder. Children behave very well and display good manners. They cooperate and respond positively to instructions. Well-established routines help children to know what to expect next. This helps them to feel content and safe at the setting.

Children have suitable opportunities to learn about diversity. For example, they interact and play with resources and complete puzzles that reflect people different to themselves. With continued support from the childminder, children adapt well to new social situations. They develop their confidence and build good levels of self-esteem through the regular praise and encouragement they receive from the childminder. The childminder plays alongside children and extends their play. For example, she joins in playing with the toy farm and suggests children use diggers to collect pine cones and acorns to fill the tractor to 'feed' the animals.

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

- Children benefit from a varied curriculum. The childminder knows the children well, including their current abilities and interests. She uses this information to provide children with a good range of opportunities to help them achieve their next steps in learning. Children gather the skills and knowledge they need for their future learning. They make good progress.
- The childminder is an excellent role model for the children. She is consistently calm and polite, and children respond with good behaviour. She listens to them with interest and encourages them to share their thoughts and opinions. However, she does not always allow children enough time to think and respond to some questions that she asks of them.
- The childminder teaches children how to be healthy. For example, they begin to understand the effect that exercise has on their bodies as they listen to their heartbeats after completing running races in the garden. Children learn about eating healthy foods and how this helps them grow big and strong. The childminder ensures children have access to fresh air and plenty of opportunities to test their physical skills. For example, she is aware of the need to first focus on developing children's larger muscles to support their early writing skills. As

such, she encourages them to use a range of large movements as they 'wash' the windows, creating circles and lines with sponges and water.

- Children begin to recognise and manage their own care needs. For example, they happily try to fasten their own zips and put on their wellington boots, ready for playing outside. However, the childminder does not consistently make the most of opportunities in the daily routine to help older children become even more independent in their self-care skills.
- The childminder works with an assistant who supports her after-school provision. She makes sure that her assistant receives regular individual support meetings where she can seek advice and discuss her future training requirements. This helps to make sure that the assistant continues to offer consistent, high levels of care and teaching.
- The childminder and her assistant complete statutory training online. The childminder regularly reflects on her practice and includes the views of her assistant, parents and children in her self-evaluation processes. She shares good practice with other childminders and this enables her to identify how she can improve or maintain her high standards.
- The childminder understands her responsibility to work in partnership with others who provide care and learning for the children so that any concerns can be quickly identified and managed.
- Children attend local activity groups and meet regularly with other childminding groups with the childminder. This supports their personal, social and emotional development and helps to enhance their awareness of the wider world.
- The childminder promotes children's mathematical development well. She introduces children to shapes, colours and numbers. For example, children enjoy hunting for shapes that the childminder hides for them. She points out the colours, labels the shapes and introduces three-dimensional shapes to extend their awareness. During singing, the childminder incorporates number rhymes as additional mathematical learning and children enjoy 'hooking ducks' from the water as they sing favourite songs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training to ensure that her knowledge of how to keep children safe is promoted. She ensures her assistant also keeps her knowledge current, including concerns about wider safeguarding issues. The childminder demonstrates a strong understanding of how to identify the signs and symptoms of abuse. She knows the procedures to follow and the professionals to contact if any safeguarding concerns arise. The childminder carries out regular risk assessments to ensure her home is safe for children to explore. This has a positive impact on children's safety and welfare.

What does the setting need to do to improve?

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

- allow children enough time to think and respond to questions, to further develop their thinking skills
- improve the use of everyday and routine opportunities to further develop older children's self-care skills.

Setting details

Unique reference number	EY377483
Local authority	Hampshire
Inspection number	10108695
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	12
Number of children on roll	11
Date of previous inspection	7 October 2013

Information about this early years setting

The childminder registered in 2008. She is located in Hook, Hampshire. The childminder is a qualified teacher. She works with an assistant who supports her after-school provision. The childminder offers care Monday to Friday from 8am to 6pm, throughout the year.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- A discussion was undertaken with the childminder, and the inspector looked at relevant documentation, such as policies, children's learning information and evidence of the suitability of household members.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder about the activities that she plans and how these activities benefit children's learning and development.
- The inspector obtained feedback from parents and took account of their views.

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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