

Childminder report

Inspection date:

6 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Met

What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the childminder and are very well cared for. The childminder's warm, caring nature helps younger children to feel safe and secure. The childminder recognises the benefits of helping children to develop their emotional well-being. She plans activities and organises resources to encourage children to talk about their emotions. This helps children to recognise how they are feeling and to talk about this confidently. This supports older children to develop the emotional stability they need for the future.

The childminder organises a good range of learning experiences which support the differing ages of children she cares for. The childminder is very proactive in encouraging children to try new activities. Children develop good levels of confidence and self-esteem as they immerse themselves in learning. For instance, younger children enjoy exploring 'gloop'. They use different-sized spoons to scoop and push the mixture and explore the marks they can make. Children enjoy being physically active. For example, the childminder helps toddlers to coordinate their movements as they attempt to push themselves along on scooters, and children thoroughly enjoy dancing to music they make.

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

- The childminder creates a very welcoming environment for children. She clearly enjoys working with children and is enthusiastic and dedicated to providing them with good-quality care and learning experiences. The childminder takes the time to find out about children's individual interests, likes and personalities. Children thoroughly enjoy spending time with the childminder and eagerly involve her in their play. For instance, they find musical instruments and excitedly hold these out to her, saying 'share' as they beckon her to join in. Children develop a sense of belonging, well-being and self-motivation. This supports children's emotional well-being effectively.
- The childminder develops children's communication and language skills well, overall. She talks to children as they play, introducing new language to help broaden their vocabularies. For instance, she uses descriptive words such as 'squidgy' and 'squishy' as children explore how different materials feel. However, sometimes, the childminder does not adapt the language she uses when talking to younger children, to help them speak more consistently and make the best possible progress in their language skills.
- The childminder provides children with enriching experiences away from her home. Children enjoy a wide variety of opportunities to learn about the local community they live in and the wider world. The childminder includes outings to the local park, toddler groups and visits to the library. Children enjoy meeting with their peers, to play and to support growing friendships. They develop a

good understanding about the diverse world they live in. This helps children to learn how to respect and value the similarities between themselves and others.

- The childminder has developed strong partnership working with other early years settings that children attend. She uses established relationships with other professionals to share children's next steps in learning effectively. She organises her curriculum to complement children's learning successfully. This contributes to the good progress older children make in readiness for their move to school.
- Parents and older children speak very favourably about the childminder. The school-age children say that the childminder is 'very kind', and they enjoy visiting 'lots of exciting places' in the school holidays. The parents value the flexibility of good-quality care the childminder provides for their children. The childminder shares children's progress with parents to keep them informed of children's key achievements. However, this is not fully effective in helping parents to contribute to their children's learning to support effective partnership and continuity.
- The childminder encourages children to learn how to manage some self-care skills independently. For instance, toddlers learn how to wash their hands before they sit to eat. The childminder teaches them how to use cutlery confidently to feed themselves. Children enjoy learning how to wipe their faces after they have finished eating; the childminder shows them how to do this, so that children can successfully copy her actions. This enables children to learn skills to help them to be ready for moving on in their learning when the time comes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She completes a range of safeguarding training to keep her knowledge up to date. She knows how to identify and report any concerns about children, including from extreme views or behaviour. The childminder maintains a safe and secure environment for children to play and learn. She supervises children at all times. She knows how to identify and minimise any risk to children to keep them safe. The childminder uses opportunities to teach children to keep themselves safe. For instance, children practise regular fire evacuations to learn what action they need to take in the event of an emergency.

What does the setting need to do to improve?

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

- adapt the range of language used when talking to younger children to support them to communicate their wants, needs and ideas more consistently
- seek ways to engage parents to encourage them to actively contribute and support their children's learning and development.

Setting details

Unique reference number	EY396579
Local authority	Hampshire
Inspection number	10132677
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	4
Number of children on roll	3
Date of previous inspection	22 September 2015

Information about this early years setting

The childminder registered in 2009 and lives in the Brighton Hill area of Basingstoke. The childminder offers care for children Monday to Friday from 7am to 6.30pm, for most of the year. The childminder holds a level 3 early years qualification and occasionally works with an assistant.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for children.
- The inspector spoke to children and the childminder, at convenient times, and viewed feedback from parents and children.
- The childminder provided the inspector with her paediatric first-aid certificates and safeguarding policies and procedures, including those for her assistant.
- The childminder and inspector completed a joint observation and talked about children's learning and development.
- The inspector observed the childminder interacting and communicating with the children.
- The inspector viewed the areas of the childminder's home and garden that children use.

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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