

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

The provision is good

The childminder provides a warm and welcoming environment. Children display high levels of emotional well-being. For example, younger children are immediately soothed after cuddles with the childminder. The childminder organises a gradual settling-in period with parents in accordance with children's different needs. This helps them to feel emotionally secure when they begin at the setting. Children are very happy and settled and form a close attachment with the childminder. She understands children's preferences in play and provides attractive resources to stimulate their interests and motivate them to learn.

Children's behaviour is good. The childminder understands children's personalities and takes them into account when setting boundaries. She teaches children to be polite and kind to others. The childminder encourages children to show good manners through role play and by her example. She provides various outdoor physical activities for children, such as sports days and obstacle races in the summer. This helps to support children's understanding of living a healthy lifestyle. Young children are familiar with daily routines. This includes those which promote healthy lifestyles, such as washing hands before eating. Children delight in imitating care routines with dolls, such as changing their nappy, putting them in the pram and placing them in the high chair to give them play food.

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

- The childminder provides good support for very young children to acquire a vocabulary of single words and begin to use simple sentences. She consistently models clear and correct pronunciation for children. This is illustrated as she models words, such as 'tambourine' as the children excitedly explore the different sounds instruments make.
- The childminder reads stories to encourage children to join in with repeated refrains and talk about what is happening. However, children do not have opportunities to spontaneously and independently look at books that they choose themselves. This does not fully promote children's early literacy skills and enhance their interest in books.
- Young children are beginning to engage in role play. For instance, they pretend to feed the baby dolls and cook play food. The childminder teaches children to be kind and caring by encouraging them to be gentle with the baby dolls. She effectively extends children's learning about numbers, for example through counting the number of play foods.
- The childminder promotes children's mathematical development in accordance with their different stages of development. For instance, younger children can count up to five objects. The childminder promotes children's speaking and listening skills well. For example, she sings a wide range of nursery rhymes and

songs with them to extend their vocabulary. This encourages children to learn new words.

- The childminder is a positive role model. She forms strong bonds with the children. This helps to support their emotional well-being and good behaviour. The childminder constantly models politeness and consideration and expects the children to follow her example.
- Children's physical skills are promoted well. They enjoy moving to action rhymes and songs and playing in the childminder's garden. Children visit parks and local play areas and often go for walks.
- The childminder develops strong links with parents and carers, which ensures a consistent approach to children's well-being and development. Parents state they are very happy with the care their children receive and the effective communication and information sharing. The childminder works in partnership with other settings that children also attend to enhance children's experiences and maintain continuity in their learning.
- The childminder reflects on her practice and the service she provides. She gives parents questionnaires to assess the quality of her provision and regularly asks them if they are satisfied with her service. The childminder has completed some training to meet the legal requirements, such as first-aid training. However, she does not consistently focus on identifying training to help strengthen the quality of her good teaching to an even higher level.
- The childminder teaches children about cultural festivals, such as Chinese New Year. She provides a range of experiences to develop children's understanding and respect of similarities and differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate possible abuse to children. She knows who to contact should she have any concerns about a child's welfare. The childminder is committed to ensuring her knowledge and skills are kept up to date. For example, she attends regular training and is proactive in developing her understanding of wider safeguarding issues. Her home is safe and well maintained.

What does the setting need to do to improve?

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

- review the organisation of the learning environment to provide opportunities for children to access books they can freely choose for themselves
- identify ways to access further training opportunities and extend knowledge and skills to the highest levels.

Setting details

Unique reference number	EY294427
Local authority	Hampshire
Inspection number	10063207
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in 2004. She lives in Yateley, Hampshire. The childminder has one registered assistant who works with her occasionally. She works from Monday to Friday for most of the year.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The childminder and inspector reflected together on children's learning during their play.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. She took account of the views of parents from written statements available.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living on the premises.

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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