

Childminder report

Inspection date: 4 February 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in the childminder's care and enjoy spending time with her. They are extremely happy and confident, and show that they feel emotionally secure. Children excitedly bound on to the sofa ready for a story, making sure they leave a space for the childminder to sit between them. They listen intently as she reads to them, and enjoy reciting familiar lines from their favourite books. The childminder successfully supports children's learning and development and makes it fun. For example, children laughed as they sang the 'bicycle song' while laid on their backs and made pedalling actions in the air with their legs. Overall, the childminder builds on children's knowledge and skills well.

The childminder makes the most of the unique environment around her home to provide children with many experiences and activities. For example, visits to the beach and forest support children's understanding of the natural world effectively. Children develop good levels of independence. They put on their coats and shoes before going outdoors. Children behave very well and learn effective strategies to help them cooperate and play alongside each other. For instance, three-year-olds negotiate when they want to swap toys with others. Younger children learn to wait for their turn when playing a card game.

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

- The childminder knows the children very well. She is able to describe their individual needs and the progress they have made since being with her. The childminder knows their interests and what they enjoy doing. She plans activities that she knows children will enjoy and that will promote their next steps in learning. Occasionally, the childminder misses opportunities to build challenge into children's play to further extend their learning and problem-solving skills.
- The patient and kind childminder interacts and supports children's communication and language skills very effectively. She listens well and extends their vocabulary. For example, she described their buildings as 'structures'. Children regularly sing songs and enjoy music, which also helps develop these valuable skills. As a result, children talk in clear sentences and use a broad vocabulary and different tenses.
- Children have a room specially organised for their needs. They are curious to explore the interesting resources and very keen to take part in activities. All children make good progress and are developing a wide set of skills needed for their future learning. They cooperate well and show determination in completing tasks. For example, two-year-olds ensured they had their shoes on the correct feet. Children show well-developed mathematical skills, for example they know that two semi-circles make a whole circle. Older children are beginning to write letters of their name and recognise some letters and the sounds they make.

- The childminder supervises children well. She makes sure they are safe on outings and teaches them about how to stay safe and healthy. For example, she explains clearly why they must not throw the toys. Children remember and confidently talk about why they need to wash their hands before eating and after playing outdoors. The childminder encourages children to use good manners at all times and to be respectful to others and the environment. Positive attachments to the childminder and each other help children to feel emotionally safe and secure.
- The childminder builds effective partnerships with parents, who make positive comments about the setting. For example, parents write that the childminder 'always keeps us up to date' and state that the daily diary is very informative. It gives lots of information about children's care, activities and developmental progress.
- The childminder has a secure understanding of child development. She regularly reflects on her practice and identifies areas to develop further that have a positive impact on children. For example, she uses her knowledge of schemas to help her identify children's preferred learning styles and plans activities that promote them. The childminder is knowledgeable about how to support children who are learning English as an additional language, and those with delays in their learning.

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. The childminder has a good understanding of wider safeguarding issues and understands how to identify and report any concerns. She provides parents with information regarding her responsibilities to safeguard children and the requirement for her to report concerns. The childminder promotes children's safety well, for example through minimising hazards in spaces where children play.

What does the setting need to do to improve?

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

- strengthen further the quality of teaching to consistently extend and challenge children's thinking and problem-solving skills.

Setting details

Unique reference number	112796
Local authority	Hampshire
Inspection number	10136179
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 2000 and lives in Hythe, Hampshire. She operates Monday to Thursday from 7.30am to 6pm, for most of the year. 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.
- A range of documentation, including records relating to children, safeguarding procedures and the written views of parents, was sampled.
- The childminder and the 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 observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.

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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