

Childminder report

Inspection date:

10 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children settle very happily in the childminder's welcoming home after their day at school. The warm, trusting relationships established between the childminder and the children she cares for are a strength of her practice. The childminder creates a calm and very friendly atmosphere within her home. Older and younger children play extremely well together; their behaviour is exemplary. The childminder is very respectful towards the children she cares for. In turn, children are very kind, caring and respectful of the differing needs of their friends. For instance, older children offer to show children how to play new board games, including others in activities happily. Children say that they like coming to the childminder's home. They enjoy meeting and playing with different-aged children, to build on their friendship groups.

The childminder uses good opportunities to help children to learn to keep themselves safe. For instance, children learn how to cross roads safely on their trips to and from school. Younger children develop good independence skills and are able to manage self-care routines independently. The childminder recognises when children need help and encouragement to help them to continue to broaden their independence, which she does sensitively and with success. Children benefit from healthy routines, to promote their physical well-being. For example, after school, children take turns to wash their hands before they sit to eat snacks together.

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

- Children enjoy a variety of activities after their day at school. The childminder values the choices and interests of the children she cares for and organises her environment well. This ensures that the differing needs of children are well catered for. For instance, some children choose to play board games, whereas others choose to colour. Children say that they enjoy the variety of activities they can take part in and like learning new games to play with their friends.
- The childminder provides a safe and secure environment for children in her home, and when on outings. She helps children learn how to keep themselves safe, which children are able to share confidently. For instance, on the day of the inspection, children explained to the inspector which side of the path to walk, to keep the side clear for children on bicycles to pass. Children enjoy a variety of activities to help them learn about the local community and to help them enjoy fresh air and exercise. For instance, children enjoy visits to the beach, walks to local parks and visit local places of interest. These routines help children learn how to be physically active and help promote their good health and well-being.

- The childminder works very closely with parents and with local schools to ensure children benefit from smooth transitions to and from her home. School teachers say that the childminder's care ensures children come to school happy and ready to learn. The childminder takes the time to talk about what children have done at school, and uses this to continue talking with children about what they have learned during their day. For instance, older and younger children talk about VE day celebrations planned for later in the year. They ask the childminder questions about VE day, as she helps them reflect on the stories that visitors to the school shared with them during the day.
- Parents speak very positively about the childminder's care. They say that she places children's emotional well-being at the centre of her ethos. She works with parents successfully, including those who are serving military personnel and sometimes deployed for lengthy periods, to share in their children's achievements and successes. Children demonstrate that they are very happy and content, and develop strong bonds with the childminder and with each other.
- The childminder takes a professional approach to continuing to develop her skills and knowledge. She meets with other childminders to share best practice ideas and keeps up to date with changes to legislation. She uses any training she has, to benefit children in her care. The childminder seeks the views of parents and children to contribute positively to her self-evaluation. For instance, she has resourced additional card games children have asked for, following their feedback.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe from harm. She completes regular safeguarding training to keep abreast of changes to local safeguarding procedures. She knows how to identify signs and indicators relating to child protection, including from extreme views or behaviours. The childminder knows how to report these concerns, to keep children safe. The childminder supervises children when in her care, including on outings. She assesses risks effectively and knows how to take action to minimise these to keep children safe.

Setting details

Unique reference number	EY370540
Local authority	Hampshire
Inspection number	10136777
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 May 2016

Information about this early years setting

The childminder registered in 2008 and lives in Lee-on-the-Solent, Hampshire. She provides before- and after-school care for children, Monday to Friday from 7am until 9am and from 3pm until 6pm, during term time only and during some school holidays. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector spoke to the childminder and children during the inspection.
- The inspector reviewed policies, documents and other information related to the running of the childminder's setting.
- Parents provided their written views of the childminder's practice, and the inspector listened to and took account of the views of children.
- The inspector observed activities with the childminder and discussed how effectively the resources meet children's individual needs and interests.

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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