

Childminder report

Inspection date: 13 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

The childminder is a good role model who helps children to quickly develop the skills they require to control their own emotions and feelings. Children play well together and are starting to understand how to take turns and share. The childminder helps children to settle quickly into her provision. Her calm and approachable demeanour helps children to develop strong and trusting bonds with her. Children display a firm sense of belonging and learn about their own unique personalities. For example, the childminder creates photograph albums that children use to talk about their families and recall past experiences. Children are happy and engaged. They eagerly explore the learning environments and thoroughly enjoy their time with the childminder and the other children.

The childminder provides a safe and secure home to help children to independently explore in their learning. She understands the need to adapt her use of risk assessments regularly to quickly identify potential areas of harm. Children have good opportunities to be physically active and to promote their well-being. They go on many outings to local parks to use large-scale equipment and take part in action songs to learn how to move different parts of their bodies. The childminder praises children for their efforts and achievements, which helps to build confidence in their increasing skills and abilities.

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

- The childminder has worked well towards the recommendation from her last inspection. For example, children excitedly join in with song time and are starting to recognise and request their favourite tunes.
- Children are making good progress. The childminder carefully tracks and monitors their development to help her to quickly identify potential gaps and provide additional support for children if required. The next steps for children's learning are thoughtfully planned to follow their own interests.
- The childminder plans for professional development opportunities. She understands the importance of consistently updating her knowledge and understanding to improve her teaching practice and the opportunities she provides for children's learning. A recent sign language course has helped the childminder to use additional methods to further support children's communication and language development.
- Partnerships with parents are effective. The childminder shares regular assessments of their children's progress and provides ideas to help children to continue to learn at home. Parents comment that the childminder has become a large part of their family and displays an unwavering commitment towards each and every child who attends her provision. The childminder has good partnerships with other childminders in the area. This helps her to share ideas

and suggestions to reflect and build on her own practice.

- Children are excited and inquisitive learners. They are encouraged to make their own choices in their play. However, there are too many resources provided, which does not fully support children to build on their developing concentration skills. Children do not persevere with tasks as they quickly become distracted by other toys. This means that children are not fully supported to make more informed choices in their play.
- The childminder helps children to build on their communication skills and the range of vocabulary they use. She introduces new words and sounds for younger children and involves older children in more in-depth discussions in their play. Children are building a love of stories and books. They use different characters to try to recall their favourites parts of a story. For instance, younger children try to repeat the sounds that snakes make.
- Children use simple mathematics in their play. They count items in the sand tray and are starting to use their increasing estimation skills. For example, they recognise when containers are empty or full. Children experiment with the different textures and sensations as they pat and create shapes in the sand, and this helps them to build on their small-muscle development.
- Children are learning to investigate with simple technology. For instance, younger children enjoy looking at the bubbles and colours changing in the light tube. Older children use a camera to take photographs, and they display problem-solving skills as they press buttons to look at the pictures they take.
- The childminder has high expectations for the children and for the quality of the care she provides. However, she does not use the process of self-evaluation effectively to help her to target specific areas to improve or change.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in how she would protect the children in her care. She is able to identify the signs and symptoms of abuse and the procedures she would follow to report any concerns. This helps to protect the welfare of children. The childminder recognises the importance of regularly accessing updates to keep her knowledge current and up to date. The childminder uses good risk assessments when on outings to provide safe environments and minimise harm towards children.

What does the setting need to do to improve?

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

- organise the learning environments, and how resources are accessed, to help children to make more informed choices in their play
- use the self-evaluation process more effectively to target specific areas for

improvement, to continuously raise all areas of the provision to higher levels.

Setting details

Unique reference number	EY394606
Local authority	Hampshire
Inspection number	10136554
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	6
Number of children on roll	6
Date of previous inspection	14 September 2015

Information about this early years setting

The childminder registered in 2009 and lives in Hamble, Southampton, Hampshire. She provides care all year round, Monday to Friday, from 7.30am to 6pm. The childminder is qualified in early years at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector accompanied the childminder on a learning walk around the areas of the home used for the childminding provision. The childminder and the inspector discussed the use of self-evaluation.
- The childminder discussed with the inspector how she plans for her professional development. The inspector took into account the written comments from parents.
- The inspector observed the childminder and her interactions with children and the impact the teaching has on their learning and development.
- The childminder and the inspector discussed the progress of the children and how the next steps for their future learning are planned.
- The inspector discussed with the childminder the arrangements for the safeguarding of children, the reporting procedures in place, and the childminder's knowledge of how to identify areas of abuse.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020