

Childminder report

Inspection date:

17 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

Good

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for the children who attend her provision. She gathers a lot of information, when children first start, to be able to plan for their requirements. Children settle quickly and display strong and trusting bonds with the childminder. They are learning to play and share well with others. The childminder is a good role model who helps children to manage their own emotions and to start to recognise the needs of others. Children are engaged and curious learners. They go on adventures within the community and beyond to build on their wider experiences. For example, children enjoy trips to nature parks, and this helps them to learn about the wonders of nature. The childminder has worked well towards the recommendation from her last inspection. She fully involves parents in promoting a healthy attitude towards the food that they provide for their children. This helps children to start to learn about making good choices in their diet.

Children are happy and engaged. They enjoy spending time with the childminder and including her in their play. For example, they sit on her lap to read books and listen well to instructions as they create a garage together from blocks. Children display a firm sense of belonging and confidence in their own abilities. They are encouraged to try things for themselves and are praised for their achievements. This helps children to build a good level of self-esteem.

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

- The childminder understands the importance of monitoring the progress that children make. She is quick to identify potential gaps in children's development to provide further support if required. The childminder plans the next steps for children's future learning to help them to reach their fullest potential.
- Partnerships with parents are effective. The childminder shares regular assessments of their children's achievements and holds daily discussions to identify children's changing needs. Parents comment on the high level of commitment and the professional manner in which the childminder conducts herself in her role.
- The childminder places a significant focus on promoting children's communication and language skills. She constantly talks to children and is skilled at adapting her questioning techniques for their age and stage. Children are given time to respond to the questions the childminder asks of them. This helps them to use their own increasing range of words and ideas.
- Children are confident and are starting to display their own interests in the toys and activities they choose. However, the organisation of resources does not fully support more independent access to meet the changing interests of older children.
- The childminder is reflective towards all areas of her provision. She seeks the

views of parents, children and her assistant to help her to identify areas for improvement. However, the childminder does not precisely plan for additional professional development opportunities, for herself or her assistant, to continue to strengthen their teaching practice.

- Children are starting to use early mathematics in their learning. For example, babies learn how to place shapes into a sorter and older children find solutions to problems they encounter in their play. For example, they try various different large shapes until they make a roof for a house. Children display their increasing understanding as they count when singing songs with the childminder.
- The childminder helps children to be physically active and to have daily exercise. For instance, they enjoy yoga sessions to help them to learn how to move different parts of their bodies. Children are learning to take simple risks in their play and learning. Babies carefully navigate their way around furniture and children are reminded about road safety to build on their early awareness.
- Children are investigating with simple technology. For example, they become enthralled as they watch stars and shapes that project onto a wall in the book corner. Children listen intently to stories. They recall past experiences, such as when they used torches in the dark. Children have access to a wide range of books to help them to build on their early literacy skills. They make patterns and marks with water and brushes, and this helps children to build on their fine motor skills and coordination.

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 ensures that her assistant has a good understanding of her responsibility to safeguard children. The childminder uses robust recruitment procedures to check the suitability of her assistant. She has updated her policy to reflect new contact numbers and the changes to the local authority reporting systems.

What does the setting need to do to improve?

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

- precisely plan for more professional development opportunities, to increase knowledge and teaching practice to higher levels
- organise resources to better support older children in making more independent choices, to build further on the changing interests in their learning.

Setting details

Unique reference number	EY393369
Local authority	Hampshire
Inspection number	10063230
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	12
Number of children on roll	10
Date of previous inspection	14 September 2015

Information about this early years setting

The childminder registered in 2009 and lives in Calmore, near Southampton in Hampshire. The childminder works full time, all year round, Monday to Friday from 7am to 5.30pm. The childminder is qualified in early years at level 3 and works with an assistant.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector accompanied the childminder on a learning walk around the areas used for the childminding provision.
- The childminder discussed how she evaluates her provision and the current areas identified for improvement and change.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching on their learning.
- The childminder and the inspector discussed the procedures for the safeguarding of children. The inspector sampled a range of documentation, including suitability checks and qualification certificates.
- The comments of parents were taken into consideration during the inspection. The inspector spoke to the children at appropriate times throughout the inspection.

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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