

# Childminder report

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Inspection date: 13 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are making good progress. The childminder offers a homely environment where children feel safe and secure. Children form extremely positive attachments with the childminder and seek her out for comforting cuddles and reassurance. Children love to engage and play with the childminder. For instance, they invite her to play with them and enjoy exploring new concepts and ideas together.

Children behave well. The childminder is a very good role model and guides children to understand behaviour expectations. Children respond well to her support and are beginning to make decisions on how to resolve their conflict. The childminder places an exceptionally high importance on developing children's understanding of emotions. As a result, children happily talk about their feelings and use emotional literacy with increasing confidence. For instance, children recall events when they felt happy and when they felt sad.

Children are excited to learn and try new activities. The childminder provides children with lots of praise and encouragement, which they respond well to. The childminder encourages interesting conversations with the children. Children articulate what they know and the childminder asks questions to build upon their existing knowledge. For instance, they discuss dinosaurs and how some were meat eaters and others only ate plants.

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

- The childminder organises a well-planned curriculum that follows children's interests and play. She makes accurate assessments of children's progress and supports their next steps in learning. However, she does not always identify more specific aspects of children's learning needs in order to provide support and help them make ever better progress. The childminder does recognise that this is an area of her professional development she would like to enhance.
- Children are exposed to a language-rich environment. The childminder models clear speech and letter sounds to encourage language development. She provides constant narration for children during play and asks them engaging questions. Children are confident holding conversations and express themselves well. They also develop a love for reading and exploring books, both independently and with the childminder. They cuddle up together to read books and children fill in missing phrases from stories that are familiar.
- Children are given a rich set of experiences while in the childminder's care. The childminder organises exciting outings and trips to develop children's understanding of the wider community. For instance, they spend a lot of time outdoors at local country parks, completing nature walks to learn about the environment. She also plans trips using public transport to the library and local

toddler groups. Children recall these events with fondness.

- Children are highly confident in their own abilities because the childminder expertly supports their awareness of themselves and of others. She ensures they learn about different cultures and their diverse community. She also consistently supports their emotional knowledge and encourages meaningful discussions around feelings and people. For example, children use 'emotion eggs' to relate to their own emotions and make suggestions about how people feel.
- The childminder has good knowledge of the seven areas of learning. She ensures children have lots of opportunities to make choices about their play. She also knows when to step back from their play and allow the children to develop their critical thinking skills and resilience. The childminder enhances children's play by providing suggestions and setting challenges. However, she does not include mathematical concepts effectively in relation to counting and numbers during play and routines.
- The childminder has formed strong partnerships with parents and professionals alike. She shares information regularly to ensure everyone is well informed about the children's individual progress. She communicates children's next steps in learning effectively. This supports the positive progress of the children as parents know how to support their children at home too. Parents are complimentary about the childminder and liken her to an extension of their family.
- Self-evaluation is important to the childminder. She regularly evaluates her setting and the areas that she would like to develop. This includes obtaining the views of parents and children to influence this evaluation process. The childminder is committed to her professional development and regularly accesses different training resources to develop her knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her roles and responsibilities to safeguard children. She is confident reporting any concerns about a child's safety and welfare to the appropriate professionals. She can identify the signs and symptoms that may indicate a child is at risk of harm. The childminder accesses information to keep her safeguarding knowledge up to date. She has good knowledge around wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. The childminder implements robust procedures to keep children safe on outings and trips. She also ensures her home is safe and secure at all times.

## What does the setting need to do to improve?

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

- target training to enhance professional knowledge in order to understand a

wider range of specific learning needs to help children make even better progress

- include more mathematical concepts during activities and routines, especially in relation to counting and numbers.

## Setting details

<b>Unique reference number</b>	EY400387
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063239
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	24 November 2015

## Information about this early years setting

The childminder registered in 2009. She lives in a house in the Botley area of Hampshire. She cares for children between 7am and 7pm on Monday to Thursday and between 7am and 9am on Friday. The childminder is in receipt of funding for the provision of free early education sessions for children aged three and four years old.

## Information about this inspection

### Inspector

Jamie Smith

### Inspection activities

- A learning walk was conducted with the childminder to understand how the early years provision and the curriculum are organised.
- The childminder and inspector carried out a joint observation together.
- The inspector sampled some of the childminder's paperwork, including certificates and suitability checks.
- Discussions were held with the childminder and 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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