

Childminder report

Inspection date: 19 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 has high expectations for every child. She provides a warm, welcoming and inclusive environment where all children form secure attachments with her. Strong relationships between the childminder and children are evident. Children are eager to learn and find out new things. They demonstrate that they feel safe and secure as they happily play and explore in the childminder's home.

Children of all ages develop good vocabulary and articulate well. They are eager to talk about themselves and their families, and hold thoughtful conversations with the childminder in an age-appropriate way. The childminder listens with interest, for instance when children talk eagerly about dinosaurs, including identifying those that eat meat and those that eat only plants and vegetables.

Children behave well. The childminder has high expectations for children's behaviour and conduct. She acts as a very good role model and is calm and consistent in her approach to managing behaviour. For instance, she gives children gentle reminders to help them to understand behaviours that are acceptable and those that are not. She regularly provides praise and encouragement so that children feel valued. Children demonstrate a positive attitude to learning, listen intently and respond positively to the childminder and each other.

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

- The childminder uses children's individual interests effectively. This helps her provide wide-ranging activities to engage children of all ages. She assesses children's achievements consistently to ensure they make good progress across all areas of development. She uses this information to plan activities that children enjoy. Children successfully develop the skills that will support them in their future learning. For example, they listen with interest to familiar stories, rhymes and songs and concentrate well during these activities.
- Children confidently develop their understanding of mathematics through their individual interests. For instance, the childminder uses children's interest in dinosaurs to encourage them to count. This is demonstrated when they draw a picture of a dinosaur and rocks. The childminder encourages children to count how many they have and compare their different sizes.
- Overall, the childminder demonstrates a good understanding of how children learn and develop. She successfully supports their learning across all areas of the curriculum. However, on occasion, she does not identify how children's learning can be extended even further, to develop their critical thinking skills and take their learning to the highest level.
- The childminder is very committed to ensuring that children are physically active in their play. Children walk to and from school and nursery daily and benefit

from many opportunities to visit the woods to build dens, climb trees and participate in other physical activities. These positive experiences help to support their physical development, encourage them to be physically active and teach them how to manage risks.

- The childminder helps children effectively to understand when they might be at risk. For example, she restricts the use of digital technology and explains to children about how to keep themselves safe when using the internet.
- Overall, the childminder provides children with clear messages that support them to make healthy choices. For example, children follow robust hygiene practices and understand the importance of these to prevent the spread of infection. However, although children benefit from nutritious snacks, the childminder does not consistently teach them about the importance of making healthy food choices as part of leading a healthy lifestyle.
- The childminder has established good working relationships with parents, which enables children to settle well. She keeps in regular contact with parents and shares her observations of children's activities. Parents make positive comments about the care the childminder provides, including the good range of activities and her caring and nurturing approach.
- Children enjoy sharing books and reading stories with the childminder. The childminder embraces these opportunities to help develop children's understanding. For example, children learn about animals that may be less familiar to them, such as porcupines and armadillos.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe at the setting because the childminder is vigilant and supervises them well. She is fully aware of her roles and responsibilities, including ensuring she checks the environment daily to help identify and eliminate any potential risks. The childminder has a good knowledge and understanding of child protection issues. She completes regular training to ensure she can confidently identify the signs that may indicate that a child is at risk of harm. She knows what to do and who to contact if she has any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- make more effective use of opportunities during activities to further challenge children's thinking and problem-solving skills to take their learning to a higher level
- encourage children to have a better understanding of the importance of making healthy food choices as part of following a healthy lifestyle.

Setting details

Unique reference number	113228
Local authority	Hampshire
Inspection number	10108419
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 October 2014

Information about this early years setting

The childminder registered in 1993. She lives in Oakley, a village on the outskirts of Basingstoke, Hampshire. She provides care weekdays, between 7am and 6pm. The setting receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed with the childminder.
- The inspector asked the childminder questions during the inspection to establish the childminder's understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector sampled feedback from parents and took their views into consideration.
- The inspector observed the interactions between the children and the childminder and considered the impact on children's learning.

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