

Childminder report

Inspection date: 26 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with interesting and varied learning experiences which support their ongoing good progress. Children have good attitudes to learning. They concentrate well during activities that interest them and develop good communication and language skills. For instance, older children confidently explain the differences between elephants and woolly mammoths. The childminder places a strong focus on building children's physical skills. She offers a variety of experiences outside of her home to help children to benefit from active play. This helps to lay foundations for their good health and enables them to enjoy opportunities to learn about their local community and the wider world.

Children develop strong, trusting bonds with the childminder, who places a strong focus on supporting children's personal, social and emotional well-being. The childminder works with parents and other professionals to ensure children develop the emotional skills they need in readiness for their next stage in learning. Older and younger children enjoy playing together and behave well. The childminder supports younger children to share and take turns with toys and resources cooperatively. This helps them to learn about how to value and respect the differing needs of their friends.

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

- The childminder develops children's independence skills well from the outset. Children are keen to take responsibility for their own self-care skills. For instance, they attend to their own personal needs, wash and dry their hands before snack time and help to tidy away toys when they have finished using them. The childminder skilfully recognises when children can manage age-appropriate tasks independently and encourages this successfully. She praises children, which helps to build their confidence and develops their good self-esteem.
- Children develop good speaking and listening skills. The childminder introduces new language during her conversations with children, and as she talks to them during their play. For instance, as children share favourite stories, the childminder teaches younger children the meaning of the word 'sway'. Children practise repeating back the word and mimic the action to match the word. Children benefit from a language-rich environment which the childminder creates. Older children learn how some words rhyme and are able to anticipate what word might be next, to continue the rhyming story. This contributes to children developing good foundations for early reading, when the time comes.
- The childminder uses regular observations and assessments of children's learning to help her to monitor and plan for their future learning. Where children attend other early years settings, the childminder has established partnerships

with other professionals to help to support children's care. However, information about what is planned for children's next steps in learning across all areas of the curriculum is not shared effectively, to enable the childminder to consistently support and complement children's learning experiences.

- The childminder has a wealth of experience and maintains her good teaching skills through varied training opportunities. She evaluates where additional knowledge will benefit her most and uses this to continue to improve outcomes for children. For example, recent training on supporting children's behaviour enables the childminder to successfully use strategies to support children to recognise and respond positively to their feelings and emotions. As a result, children learn how to negotiate and cooperate with their friends, and older children are able to talk with great maturity about how they feel. This helps children to acquire the skills they need to ensure they are ready for moving on their learning, when the time comes.
- Children benefit from a wide variety of activities which support them in making good progress across all areas of learning. The childminder recognises the differing interests and abilities of children and tailors learning well overall. For instance, younger children enjoy making crowns; they talk about the colours of the pom-poms and excitedly explore the glitter and sequins they use as they develop good imagination skills. However, sometimes, activities are not challenging enough for older and most-able children, to help them to achieve at the highest levels.
- The childminder establishes good relationships with parents to exchange regular feedback about children's learning and development. Parents and older children speak very positively about the childminder. Parents value the childminder's advice and support, particularly how this has helped them to support children to develop positive behaviour and how they work together to successfully toilet train children. Older children say that the childminder is amazing and takes them out on trips, and they make lots of friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of how to keep children safe. She implements robust policies and procedures to promote children's welfare. The childminder makes good use of regular training opportunities to keep her up to date with changes in legislation and wider safeguarding concerns. She knows how to recognise if children are at risk of harm, including from extreme views or behaviours, and know how to report these concerns to the appropriate agencies. The childminder's home is safe and secure, and daily risk assessments are undertaken to protect children's welfare.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings that children attend, to help to precisely identify children's next steps in learning together and to consistently support and complement their learning and development
- strengthen how activities can be planned and adapted for older and most-able children, to ensure that they benefit from more-challenging learning experiences.

Setting details

Unique reference number	111798
Local authority	Hampshire
Inspection number	10136164
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	17
Date of previous inspection	22 March 2016

Information about this early years setting

The childminder registered in 1997 and lives in Fleet, Hampshire. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3. She occasionally works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector discussed with the childminder how the early years provision and the curriculum are organised.
- A sample of documents was viewed, including children's records and evidence of the childminder's suitability and qualifications.
- The inspector observed children's play, activities and interactions with each other and the childminder. She discussed these with the childminder and together they reflected on the quality of teaching and the impact this has on children's learning.
- The inspector spoke to the childminder and interacted with children during the inspection.
- Parents and school-age children provided their written views of the childminder's practice, which the inspector took account of.

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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