

Childminder report

Inspection date: 27 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 a varied and interesting curriculum which helps children to be motivated to learn. She places a strong focus on supporting children's understanding of the world and their physical development. Children benefit from active play and develop good coordination skills. The childminder recognises how to help children to take risks in their play, appropriate to their ages. For instance, younger children learn how to climb up steps to make their way to the slide. Older children learn how to climb and balance on large wooden logs safely. Children develop good communication and language skills. Older children use a wide vocabulary as they chat fluently and have interesting conversations with the childminder, and with each other.

The childminder creates a nurturing home-from-home environment for children. She is kind and caring, and children develop warm trusting relationships with her. The childminder has strong attachments with children and they approach her readily for reassurance. She knows them well and attends to their needs. For instance, she recognises when children are hungry and offers them nutritious snacks and drinks to support their physical well-being. Overall, children behave well. They learn the importance of sharing and taking turns with their friends, as they play cooperatively.

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

- Children benefit from a good range of activities which help them learn about the wider world. The childminder recognises the value that this contributes to children experiences and knowledge. For instance, children visit local places of historical interest, take trips to the park and walks along the beach. Children enjoy learning about the natural world and are curious and motivated explorers. For instance, they enjoy finding insects such as woodlice hidden under logs and make bird feeders for the birds that visit the childminder's garden.
- The childminder makes regular observations of children as they play. She keeps a close check on children's progress and plans for future learning well overall. However, sometimes her planning is not sharply focused on what she wants children to achieve next. At times, this hinders how she captures opportunities to consistently build on older children's next steps in learning as they play.
- Children develop good coordination skills. The childminder promotes this area of children's development extremely well. Children are very keen to be outside and relish opportunities to climb, balance, jump and swing as they gain good control of their bodies. The childminder recognises the importance of fresh air and exercise. She provides a range of exciting activities and resources outside, particularly for those children who prefer to learn outdoors. This contributes to the good progress that children make in their physical development.

- Children learn to value and respect different communities and people's differences and similarities. The childminder teaches children about other languages that people around the world speak. Children explore different festivals, such as Chinese New Year, and learn how people write differently. This helps children to recognise and value the uniqueness of themselves, and each other.
- The childminder continues to reflect on her practice and develop her knowledge. She undertakes regular training to continue to develop her skills. Recently, the childminder has broadened her understanding of children's learning styles. This has enabled her to provide activities to suit younger children's interests and styles of learning well.
- The childminder works closely with parents and keeps them fully informed about their children's progress and well-being. Parents are very complimentary about the childminder and value the learning and care their children receive. However, the childminder is yet to establish effective relationships with other early years settings children attend, to enable her to consistently support a joined up approach to their learning and care.
- Overall, the childminder develops children's independence in a range of ways. For example, younger children learn to feed themselves using forks and finger food. However, there are times when the childminder completes tasks for older children without encouraging them to persist when they encounter difficulties with independent tasks. At times, this hinders how children can learn how to persist and achieve at age-appropriate tasks consistently, to enable them to develop the skills they need for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She creates a safe and secure environment for children to play and learn. She identifies and minimises risks in her home and garden to keep children safe. The childminder helps children to learn about safe routines as they play, and she supervises them well. She has a good knowledge of child protection. She knows how to identify when children might be at risk of harm, including from extreme views or behaviours. The childminder knows how to report these concerns to the appropriate agencies to keep children safe.

What does the setting need to do to improve?

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

- sharpen the planning for older children's learning to help refine and incorporate their next steps for learning more consistently into their play
- strengthen existing links with other early years settings children attend to

promote a better exchange of information which is more closely focused on children's individual learning

- take opportunities to extend children's growing independence, including by encouraging them to persevere in completing age-appropriate tasks for themselves.

Setting details

Unique reference number	EY379860
Local authority	Hampshire
Inspection number	10136534
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	8 September 2015

Information about this early years setting

The childminder registered in 2008 and lives on Hayling Island in Hampshire. She provides care for children on Monday to Friday from 7am to 6.30pm, for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector spoke with the childminder and the children and observed their interactions and the impact on children's learning.
- The inspector took account of parents' views through written comments.
- The inspector checked the suitability documentation for the childminder and all other adults living in the home, along with the childminder's qualifications and training certificates.
- The inspector discussed the childminder's curriculum, tracked children's progress, and sampled learning and developmental records.
- The inspector viewed the areas of the house and garden used for childminding.

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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