

Childminder report

Inspection date:

26 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

Inadequate

What is it like to attend this early years setting?

The provision is good

The childminder successfully supports children's learning and development. She provides good interaction and challenge during children's play activities. This is coupled with the childminder's secure understanding of child development, assessments of children's capabilities and skills in teaching. She makes the most of outdoor and community activities which provide children with many fun experiences. For example, regular outings to the farm, soft play, music and singing groups support children's understanding of the wider world effectively.

Children feel safe, are happy and enjoy their time with the childminder. Older children behave well. Younger children are learning the rules and expectations of the childminder, who overall is a good role model. For example, to stay safe, she explains they must not climb on chairs. Children show good focus and motivation to play and learn. They are keen to help each other and are proud when they spontaneously do this. For example, at lunchtime, an older child assists a younger child squeeze their yogurt tube so they can eat it. Children know they tidy up after finishing a play activity. The childminder is attentive to each individual child, listens well to their requests and, overall, responds positively to their interests.

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

- The childminder offers children a well-structured day with an emphasis on learning through purposeful play. She uses her well-resourced and stimulating playroom to encourage children to make independent choices. The childminder understands the needs of her children well and follows their interests. For example, when they role play doctors, she joins in the play. She shows them how to use the stethoscope and listen to their hearts beating. This helps them to be successful future learners.
- Mathematics is woven into each activity by the childminder who sets challenges to build on children's knowledge and skills. This is particularly evident in everyday routines, such as snack time. For example, the childminder asks how many crumpets she must get out for each child to have one. She reinforces counting; one, two and three, and encourages children to use their fingers to show how many.
- A key strength of the childminder is how she supports children's communication and language skills effectively. She listens well, models good and varied vocabulary to the younger children and asks questions which challenge older children's thought processes. Children regularly sing songs and listen to many stories, which also help develop these valuable skills.
- Although the childminder has a good understanding of how to observe, assess and plan for each child's needs, there is not close attention to monitoring children's progress and learning outcomes. Therefore, her planning is not

meticulously tailored to each child's unique learning needs.

- The childminder encourages children to be physically active and teaches them healthy and hygienic habits. For example, she has an automatic liquid soap dispenser for children to use independently when they wash their hands in the bathroom. Children also use small, individual flannels before and after mealtimes to reduce the risk of cross-contamination.
- The childminder has good relationships with children, who respect and relate to her well. Younger children fondly call her 'grandma' and respond well to her praise and encouragement. Older children enjoy making democratic decisions, such as which outing to go on.
- Partnerships with parents are strong. The childminder communicates with parents well. She provides them with information about children's learning to help them carry on with play opportunities at home. The childminder provides support, advice and reports for parents, particularly when important decisions are made about children's futures. She promotes children's best interests in her practice.
- The childminder has put good improvements in place since her last inspection. For example, she has made sure she records children's accidents and existing injuries to protect children and herself.

Safeguarding

The arrangements for safeguarding are effective.

Since her last inspection the childminder has made her premises secure, which means children cannot leave unsupervised. The childminder keeps her safeguarding knowledge up to date by discussions with her childminder friend and being alert to cases in the media. She has a clear understanding of the wider issues of protecting children, such as from radicalisation and female genital mutilation. The childminder has a secure knowledge of what would concern her about a child. She demonstrates a confident understanding of the process to follow if she felt a child was at risk of harm or if there was a welfare concern. The childminder understands her responsibilities in the event an allegation is made against her.

What does the setting need to do to improve?

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

- monitor children's progress and learning outcomes more closely to enable more precise planning for each child's unique learning needs.

Setting details

Unique reference number	EY460966
Local authority	Hampshire
Inspection number	10123976
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 September 2019

Information about this early years setting

The childminder registered in 2013. She lives in the Marchwood area of Hampshire. The childminder provides care for children from 7.30am to 5pm, Monday to Thursday, all year round. She accepts government funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- The childminder and inspector carried out a learning walk where the childminder explained her curriculum.
- The inspector and childminder completed a joint observation of a play activity and evaluated children's learning.
- The inspector spoke to children and evaluated the quality of the teaching and play.
- A sample of documentation was looked at by the inspector and discussions were held about safeguarding.
- The inspector viewed parent feedback on the childminding provision.

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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