

Childminder report

Inspection date: 16 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and nurturing environment. She is a positive role model, and children develop close relationships with her. The childminder speaks calmly and is kind in all her interactions. Children behave well and are developing an understanding of sharing and turn taking. For example, the childminder talks to the children about sharing and helps them to find ways to resolve their disagreement when they both want the same toy. The childminder provides lots of praise and encouragement, which boosts children's self-esteem and confidence.

Children are keen to participate in activities and learn. The childminder has high expectations for each child. She is creative and innovative, providing children with a broad variety of activities that encourage their various skills well. For instance, children are fascinated by painted stones. They compare and explore the different-sized stones, talk about the pictures and demonstrate good mathematical development as they count them. Children find a caterpillar stone, which leads them to recall a familiar caterpillar story. They repeat words and remember what will happen as the childminder reads the story. The childminder recognises the individuality of each child and knows what interests them. For example, she challenges children to create a tower with paper cups. The children use the cups in different ways. This encourages their fine motor movements and problem-solving skills.

Children make good progress. If the childminder identifies a gap in their learning, she investigates and takes appropriate steps to help children make progress.

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

- Children learn skills that provide a secure base for future learning. For example, they demonstrate increasing skill as they make marks with pens or chalk and show pride in their creations. Children use tools in the dough and to cut their snacks, increasing their fine motor control and hand-to-eye coordination.
- Children develop their social skills with other children and adults through their many activities in the local community. These outings provide lots of experiences to talk about. For instance, children recognise themselves and their friends in photographs and talk about feeding the goats and holding the chicks at a recent farm visit.
- Parents comment favourably about the reliable and good-quality care and learning the childminder provides. The childminder monitors the children's progress in partnership with parents and professionals. She takes an interest in children's activities at home and suggests ideas to encourage progress.
- Children enjoy being outdoors in the fresh air. They explore the many toys

eagerly and make independent choices in their play. For example, they push the baby doll around the garden and clean the doll's face with a wet tissue when they notice it is dirty. The childminder provides a narrative to their play and models language clearly.

- The childminder continuously develops her knowledge and skills. She attends training and meets with other professionals, enabling expertise to be shared. The childminder uses the knowledge she gains to enhance children's learning opportunities. She shares ideas with parents to ensure that they work together to support children consistently.
- Children follow familiar routines in the day which help them to feel secure. This is evident as they help to prepare snack and get their own boots and coats for outdoor play.
- Children demonstrate increasing awareness of good health and hygiene practices relevant to their age and understanding. This is demonstrated as children learn to blow their nose, dispose of the tissue and wash their hands.
- Children learn about the world around them. For example, they learn about recycling and protecting nature as they look for plastic on a walk on the beach. They talk about the weather and what they need to wear to keep warm and dry.
- The childminder has clear learning intentions in her activities for each child. However, sometimes the older and more able children are not challenged sufficiently, and consequently they demand more attention.

Safeguarding

The arrangements for safeguarding are effective.

The childminder enables children to learn how to keep themselves safe. For example, children learn to use knives with great care to cut their food. The childminder uses risk assessments effectively to minimise risks to children in her home and when on outings. She has a good understanding of how to keep children safe. She is aware of the possible signs that could indicate a child is at risk of harm, including from radical or extreme views. The childminder knows the correct procedure to follow if she has any concerns about a child's welfare.

What does the setting need to do to improve?

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

- extend the range of activities and responsibilities for the older or more able children to further expand on their interests and challenge them to the highest levels.

Setting details

Unique reference number	112065
Local authority	Hampshire
Inspection number	10063319
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	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 July 2016

Information about this early years setting

The childminder registered in 2001. She lives in Ashley, New Milton, in Hampshire. The childminder provides care from 8am to 6pm on Monday to Thursday all year. She holds a relevant qualification at level 3. The childminder receives government early education funding for children aged three and four years.

Information about this inspection

Inspector

Lynne Lewington

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector had a tour of the premises and discussed safeguarding, risk management and resources with the childminder.
- The inspector observed the children and the childminder undertaking their activities.
- Written comments from parents were taken into account.
- The childminder explained how she monitors children's progress and plans for their learning.
- The inspector reviewed relevant qualification certificates, insurance certificates, first-aid records and children's records provided by the childminder.

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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