

Childminder report

Inspection date: 10 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the childminder, who is very calm, kind and caring. Her warm nature helps to support children's emotional well-being effectively. Younger children relish opportunities to cuddle with the childminder, who recognises when they need extra support and offers this sensitively. Children develop their self-esteem and confidence as they receive regular praise from the childminder. They behave extremely well and share resources happily, for example when they pass their friends pens to colour with.

The childminder offers a good range of learning experiences for children. She recognises the differing needs of children and adapts her teaching to take account of this. For instance, as children work together to connect coloured blocks, the childminder helps older children to estimate and compare bigger and smaller structures. She helps younger children to recognise and name colours, for example when they find brown blocks and match this colour with the colour of the boots they are wearing. Children make very good progress in their language skills. They develop a good range of vocabulary and speak fluently, and with confidence. The childminder promotes this area of children's learning well. She uses good questioning techniques to help children think through and share ideas. Consequently, children develop the language skills they need for future learning well.

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

- The childminder uses training to develop her knowledge and skills well. For instance, she has used new strategies she has gained from recent training to help support children's positive behaviour. The childminder recognises children's frustrations and offers guidance and support to enable children to recognise and manage their behaviour extremely well. All children are polite and courteous. They recognise the differing needs of their friends and respond with warmth, patience and kindness.
- Children benefit from a well-resourced and organised environment. Resources are stored where children can easily access them, and the childminder offers activities which engage children well, overall. For instance, younger children enjoy sharing storybooks as they look for animals and search them out, pointing excitedly as they find the cat. However, sometimes, the childminder does not consider the differing interests of older children to tailor experiences which maintain their focus and extend their learning as fully as possible.
- The childminder focus her teaching on developing children's good communication skills well. Toddlers communicate confidently, sharing their own thoughts and ideas with clear, fluent language. The childminder uses opportunities to help children to think through and share their ideas well. For

instance, children talk about the pictures they draw, as the childminder skilfully encourages them to identify the the star and circle shapes they can see and create.

- Children develop good independence skills. The childminder encourages children to take responsibility for age-appropriate tasks during daily routines. Children work together happily as they tidy away toys, as the childminder encourages them to learn to keep the environment tidy and safe. All children learn the importance of good hygiene routines, including why it is important to wash their hands before they sit to eat snacks. Children recall how 'washing their hands stops them from getting germs in their tummies'.
- Partnerships with parents are well established and are used successfully to support children's individual care needs. For instance, the childminder implements consistent routines for helping children develop the confidence they need to be toilet trained. Parents speak very positively about the childminder. They value the range of experiences she provides for their children and how she shares children's key achievements with them. However, although the childminder has established links with other early years settings children attend, these are not fully effective in enabling her to promote a shared approach to supporting children's learning.
- The childminder supports some aspects of children's understanding of the world well. For instance, children enjoy daily outings to the park, walks to school and visits to local places of interest to help them learn about the community they live in. However, the childminder recognises the scope to broaden children's knowledge of other families' faiths, lifestyles and cultures that are outside of their own experiences.
- The childminder promotes children's early love of reading and writing. For example, toddlers choose and share favourite stories as they learn how to turn pages, to find favourite characters in stories. Older children gain good physical coordination skills. They learn how to use different writing resources to draw and write with confidence. The childminder uses some of these opportunities to teach older children about letters and the sounds they represent. This helps children to develop good foundations for reading and writing, when the time comes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities in keeping children safe. She provides a safe environment for children to play and learn. She supervises children closely in her home, and when on outings. The childminder completes a range of training to keep her safeguarding knowledge up to date. She knows how to identify and report child protection concerns, including those in relation to the 'Prevent' duty. This helps to ensure that children's welfare is promoted effectively.

What does the setting need to do to improve?

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

- enhance older children's learning experiences to take account of their individual interests, to extend, reshape and sustain their focus more consistently
- share more detailed information with other early years settings children attend, in order to provide an even more cohesive approach to children's care and learning
- enhance children's opportunities to learn more about other families' faiths, lifestyles and cultures that are outside of their own experiences.

Setting details

Unique reference number	111673
Local authority	Hampshire
Inspection number	10136161
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 April 2016

Information about this early years setting

The childminder registered in 1998 and lives in Eastleigh, Hampshire. She offers care for children Monday to Friday, from 7am to 6pm, for most of the year. The childminder holds an appropriate early years qualification at level 3. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact it had on children's learning.
- The childminder discussed how she organises her early years provision with the inspector.
- Parents provided their views in writing, which the inspector took account of.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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