

Childminder report

Inspection date: 5 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 settle in very well and quickly form close bonds with the childminder, which helps to form strong foundations for children's confidence. For example, younger children snuggle in close to the childminder as they drink their milk and enjoy the warm affection from her. The childminder has a caring and nurturing personality. Children respond well to her affectionate and calm approach. They demonstrate that they feel safe and secure in this welcoming environment. Children receive a lot of meaningful praise and they behave well. This helps them to develop a can-do attitude and boosts their self-esteem. For instance, older children persevere when learning new skills, such as when holding letter shapes while trying to draw around them, to create the shapes on paper. The childminder offers rewarding praise, to which children beam with pride. Children's independence and self-care skills are successfully promoted. The childminder supports children to manage their own care needs. For example, children recognise the need to blow their nose and to wash their hands once they have disposed of their tissues. Older children demonstrate high levels of independence by preparing and cutting up their own sandwiches at lunchtime. The childminder has high expectations of children's behaviour. She supports children's emotional development well as they begin to understand their feelings and the effect their behaviour may have on others. She models positive behaviour and reminds children to be respectful of others during play.

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

- The childminder establishes good relationships with parents. They share extremely positive feedback on the quality of care provided by the childminder and the range of interesting and exciting activities she offers. Parents are particularly grateful for the support in place for children's personal, social and emotional development and the progress their children have made in this area. There is a good two-way flow of communication and information sharing, which helps to ensure children's needs are well known and met.
- The childminder is proficient in promoting children's understanding of growth life cycles and the natural world. She encourages children to experience and learn about planting through growing their own herbs and vegetables. She encourages them to tend and care for her many pets, including her two chickens, and children learn to be calm and gentle as they collect the eggs.
- The childminder is very keen to support children's health and well-being, and help them to learn more about the wider world. She provides a broad range of outings so that children can benefit from fresh air and physical exercise, as well as learn about nature and animals. She confidently identifies the benefits of these experiences. For instance, children are developing confidence, sociability and independence.

- The childminder supports children's speech and language skills effectively. For example, she responds to young children's gestures and babbles with interest. The childminder provides a running commentary on children's actions and repeats back older children's words and sentences, modelling correct pronunciations. This supports children's language development and encourages them to be part of conversations.
- Overall, the childminder demonstrates a good understanding of how children learn and develop. She successfully supports their learning across all areas of the curriculum. However, on occasion, she does not identify how children's learning can be extended even further, to develop their critical-thinking skills and take their learning to the highest level.
- The childminder establishes effective partnerships with other settings that children attend. For instance, she regularly shares important information about children's learning and development with other early years settings that children attend, to ensure a consistent approach is being applied to children's learning and development.
- The childminder has completed all her mandatory training. She regularly meets up with other childminders to discuss any updates on new legislation and to share good practice. However, the childminder has not maintained a programme of professional development to raise the quality of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her safeguarding training to help to keep her up to date with any changes. She has good knowledge of the signs and symptoms that could indicate a child may be at risk of harm. She knows how to record and report any concerns she may have about a child's welfare. The childminder understands her responsibilities for dealing with allegations and knows when and how to contact the relevant professionals in these circumstances. The childminder checks her premises on a daily basis to ensure they remain safe and secure for children to play in.

What does the setting need to do to improve?

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

- make more effective use of opportunities during activities to further challenge children's thinking and problem-solving skills to take their learning to a higher level
- explore further professional development opportunities that focus more precisely on raising the quality of teaching to help to promote and develop children's learning more.

Setting details

Unique reference number	EY440058
Local authority	Hampshire
Inspection number	10136719
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 2011 and lives in the Bursledon area of Southampton, Hampshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Denman

Inspection activities

- The inspector and the childminder completed a learning walk across the areas of her home where childcare is provided. This helped to establish how the childminder delivers the early years curriculum through her everyday practice.
- The inspector spoke to the childminder and children at appropriate times during the inspection. The inspector held discussions about the early years provision and how the childminder meets each child's needs.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- The inspector took account of the views of parents through written testimonials and questionnaires.
- The inspector looked at a sample of the childminder's documents, including written policies, and evidence of training and the suitability of those living on the premises.

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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