

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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's care. She is kind, caring and attentive to the individual needs of all children. Her focus on supporting children's personal, social and emotional well-being is a strength of the childminder's practice. Children reflect and talk about their own feelings. They recognise and respond to their friends with kindness and respect, such as using 'please' and 'thank you', as they share resources. The childminder recognises and rewards children's thoughtfulness with praise and encouragement. This helps children to behave well and enables them to develop the emotional maturity they need for their future learning.

The childminder focuses on supporting children's language skills well. She creates a language-rich environment and uses her conversations with children to broaden their speaking and listening skills effectively. Younger children communicate clearly as they share ideas with the childminder. Older children are beginning to develop the skills they need for reading, such as when they recognise some letters and the sounds they represent, including those in their own names. This prompts much younger children to join in, as they think and answer questions, such as when the childminder asks what words start with 'a' and they respond quickly, 'apple does'.

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

- Children thoroughly enjoy their time at the childminder's home. They benefit from good opportunities to take part in creative play. The childminder helps children to explore and experiment well, as they share ideas about what they can create. For instance, as children experiment with paint, the childminder gives children time to explore what colours they can make as they mix paints together. Children excitedly discover how they can make green, as they mix blue and yellow and notice the changes to the colour. This supports children to concentrate well, as they become absorbed in their play and learning.
- The childminder provides a variety of toys and resources within her home that support the individual interests of children that she cares for. Since her last inspection, the childminder has created more opportunities for children to use a wider range of literacy resources, including more factual books, to help support older children's understanding of the natural world. The childminder evaluates her setting and identifies that, at times, the organisation of the environment does not always help children to choose or further their own play as fully as possible.
- The childminder has developed effective relationships with parents of the children that she cares for. She uses her regular conversations to share plans for children's learning and development. This enables the childminder and parents to work closely together to successfully promote learning opportunities at home. For instance, for younger children the childminder shares ideas of how to work

together to toilet train them. Parents speak very highly of the childminder. They say that 'she has a lovely manner and is patient and helps children to learn how to behave well'.

- The childminder encourages and supports children's independence extremely well. From the outset, children are helped to learn how to do some things for themselves. For instance, children learn how to attend to their own toileting needs, blow their own noses and dispose of tissues hygienically. Children understand the benefits to their overall health, such as washing their hands before they sit to eat. The childminder recognises the importance of children being able to manage their own needs independently to help children to gain the skills they need in readiness for their next stage in learning.
- The childminder uses opportunities well overall to teach children new skills and knowledge. Her knowledge of what children already know and need to know next is precise and accurately monitored. This ensures that children make good progress in all areas of learning. However, sometimes, for those children who are most able, the childminder does not maximise opportunities within activities to challenge and extend their learning even further.
- Children benefit from a range of activities to help them learn about their local community, and the wider world. They benefit from opportunities to gain fresh air and exercise on daily walks to school, visits to the park and outings to areas of natural conservation. The childminder uses these opportunities to foster children's interest in the natural world. For instance, children plant and tend flowers, they learn about the life cycle of butterflies as they hatch eggs into caterpillars and watch them change into butterflies. These experiences help children to develop awe and wonder of the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She has robust routines for supervising children, within her own home and when on outings. The childminder uses regular opportunities to keep up to date with child protection, through local training opportunities. This enables her to know signs and indicators that a child might be at risk of harm, including from extreme views or behaviours. The childminder knows how to report these concerns, to ensure that children are kept safe.

What does the setting need to do to improve?

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

- review the organisation of resources to enable children to make their own choices and further their own play and learning
- focus more closely on all of the available opportunities within activities to

challenge and extend most able children's learning even further.

Setting details

Unique reference number	112963
Local authority	Hampshire
Inspection number	10063332
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	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 1994 and lives in Gosport, Hampshire. She provides care for children Monday to Friday from 6am to 6pm, for most of the year. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The childminder discussed with the inspector how she organises the curriculum for the children in her care.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- Parents' views were considered by the inspector through written feedback that some parents had provided.
- The inspector and the childminder completed an evaluation of an activity together.
- The inspector checked the suitability documentation for the childminder and all other adults living in the home.

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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