

# Childminder report

---

Inspection date: 12 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly and form strong attachments with the childminder. They demonstrate that they feel happy, safe and secure in her care. She provides a home-from-home environment, where children feel relaxed and display a strong sense of belonging. Children display confidence and independence as they settle quickly to chosen activities. Children show this when they select a range of tools they would like to use during a play dough activity. Younger children delight in trying out different techniques such as rolling out the dough. Older children plan their play, confidently sharing their ideas and creations by exclaiming, 'Look, I've made a star!' Children maintain their focus and attention for long periods. They receive lots of positive praise for their efforts. Additionally, they take great delight in showing each other their modelling. This helps to build on children's self-esteem. The childminder is a positive role model and children behave well. She has high expectations for the children in her care. She strongly promotes their health and hygiene. For example, when children need a tissue, the childminder reminds them that they must put the tissue in the bin after use and wash their hands so they do not spread germs. There are clear rules, boundaries and routines in place, and children respond promptly to instruction. For instance, when asked, they tidy up their toys before moving on to the next activity.

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

- The childminder knows the children in her care well and can accurately talk about their capabilities. She plans a wide range of age-appropriate activities to support and prepare them for their next stage in learning. However, she does not consistently gather and review children's development robustly enough to establish if any weaknesses or gaps in learning can be identified quickly.
- Children go out regularly with the childminder to toddler groups, the library, parks, farms and beaches. They have rich experiences to help them to learn about their local community and the wider world. They also have plenty of opportunities to develop new friendships and learn to socialise in larger groups.
- The childminder places strong emphasis on supporting young children's communication skills. She talks to children, offers a narrative to play and asks thought-provoking questions during play. Children enjoy singing and joining in with action songs. They use props such as dance scarves to enhance their singing experiences. Children smile with delight as they attempt to join in with words and key refrains from well-known songs and rhymes. This helps to extend children's vocabulary and supports them to become confident communicators.
- The childminder completes mandatory training and, on occasion, may access independent reading to support her role. However, she does not reflect on children's specific or emerging needs to target professional development effectively to support her teaching skills further.

- The childminder makes well targeted and informed improvements to her setting. Since her last inspection, the childminder has improved the outdoor learning environment by laying the entire area with artificial grass. This enables children to have access to the garden all year round. She has also developed the resources available to children outdoors, igniting their imaginative play by including a playhouse.
- The childminder supports children to develop their independence and self-care skills in preparation for their eventual move on to school. Toddlers make valid attempts to feed themselves, attempting to use the cutlery provided. Younger children display good understanding and skills as they learn to voice and manage their own toileting needs. Older children demonstrate perseverance as they learn to put on their shoes, threading the straps through the buckle before securing them in place before they go outside to play.
- The childminder provides parents with regular information about children's learning while in her care, along with ideas about how they can continue their children's learning at home. However, she has not fully established a system to exchange direct detailed information on children's next steps with other settings that children attend, to ensure consistency of learning. The childminder currently seeks this information through her discussions with the parents.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She has completed a training course to keep her safeguarding knowledge updated. The childminder is aware of the different areas of abuse and neglect and signs that could indicate a child may be at risk of harm. She knows how to report any concerns about the welfare of a child in her care. She is also aware of wider safeguarding issues and the signs she would look out for that could cause concern. The childminder uses risk assessments effectively to minimise risks to children in her home, garden and when on outings.

## What does the setting need to do to improve?

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

- ensure children's assessments are regularly undertaken and are purposeful and robust from the onset of care, to help better inform children's next steps in learning and help identify any delays in learning as quickly as possible
- enhance opportunities to reflect on professional development and develop practice, in order to raise the overall quality of teaching even higher
- establish direct working relationships with other early years settings children attend to develop a shared and consistent approach to children's learning and development.

## Setting details

<b>Unique reference number</b>	112507
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136174
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	13 November 2015

## Information about this early years setting

The childminder registered in 2000. She lives in Horndean, near Waterlooville, Hampshire with her two adult daughters and grandson. The childminder is open Tuesday to Friday, 8am to 6pm, all year round except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and is registered to receive the government funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Denman

### Inspection activities

- The childminder completed a learning walk with the inspector across all areas of her home that children access. The childminder and inspector discussed how the childminder organises the resources and plans experiences for children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities, indoors and outdoors, 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 written and verbal views of parents were taken account of by the inspector.
- The inspector looked at a sample of the childminder's documents, including 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020