

# Childminder report

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Inspection date: 2 December 2019

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

The childminder has not informed Ofsted of changes to household members, including an adult who has recently come to live at the premises, to allow the required suitability checks to be carried out. However, the risk to children is minimised because children have no unsupervised contact with this individual. The childminder supervises children at all times when they are playing indoors and outside, to promote their physical well-being.

Children understands her responsibilities to promote children's learning and development and, overall, does this well. Children have fun playing together. They enjoy the activities and experiences available in the childminder's home and on outings. Children behave well. The childminder has high expectations for them. She uses praise and encouragement to support children in developing a positive attitude to learning. Children are keen to try new things and persevere in new activities, to develop pride in their achievements. However, sometimes, the childminder and her assistant do not consider how to build on opportunities to develop and extend children's creative skills as they play. Children have a genuine interest in learning and concentrate well during activities that interest them. The childminder continues to build on her own professional development and monitors her assistant's teaching. However, the childminder has not considered how she can gain skills and knowledge that will be the most useful in helping her support the children who attend to make the best possible progress.

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

- The childminder does not have a secure understanding of what she needs to inform Ofsted of. There have been changes to those who live at the premises, which have not been advised to Ofsted. The childminder has not provided Ofsted with details about all adults living on her premises to allow the required suitability checks to be carried out. However, the risk to children is minimised because there is no daily contact with this adult. The childminder ensures that she and her assistant supervise children at all times.
- Partnerships with parents are good. The childminder has established strong bonds with children and their families to implement highly effective support when children need extra help. Parents speak very positively about how the childminder works with other professionals and local schools to ensure transition for older children going to school is a positive experience. This helps to support children's future learning well.
- The childminder promotes children's mathematical skills well. For instance, as children use different shapes to build, the childminder helps them to learn about the names of triangles and squares. She teaches children about the differences between shapes, and they take on this new information and begin to share it

with each other. Children are keen to learn and make good progress.

- Children benefit from a good range of activities which motivate and engage them in play. For instance, they enjoy using a variety of Christmas stickers to decorate pictures. However, sometimes, the childminder does not consider how these activities can be adapted to provide a wider range of opportunities for children to be more independent in leading their creative play.
- The childminder, her assistant, parents and children contribute to self-evaluation, to help improve children's experiences. For instance, the childminder has provided additional toys and resources which children have asked for. She has successfully changed the outdoor environment after reflecting on how she can help develop younger children's physical skills. However, the childminder has not fully evaluated how she can continue to focus her professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.
- Children develop good speaking and listening skills. The childminder skilfully weaves in new language to help broaden children's vocabulary skills. For instance, she helps children to name the candy cane and the wreath and encourages children to practise repeating these new words. She explains what these new words mean and praises children as they repeat back the words clearly, persevering at pronouncing them correctly. Children are confident and articulate communicators.
- The childminder helps children to learn about routines that maintain their own personal health. For instance, children learn how to wash their hands before they sit to eat. The childminder teaches children about how fruit helps children to be 'big and strong', supporting them in trying new fruits parents provide for them. This helps to contribute to children learning about the benefits of healthy lifestyles.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete regular safeguarding training. They know how to identify concerns about children's safety and welfare, including from extreme views and ideology. The childminder and her assistant know how to report concerns to keep children safe. The childminder has appropriate arrangements to ensure that children are never left alone with any person who's suitability has not been checked.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that Ofsted is notified of all changes to household members	03/12/2019
ensure that suitability checks, including DBS checks, are completed for all adults aged over 16 years who live on the premises.	22/12/2019

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

- provide greater opportunities for children to explore their own creative play ideas and find ways of doing things for themselves
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

## Setting details

<b>Unique reference number</b>	112669
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063328
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	22 February 2016

## Information about this early years setting

The childminder registered in 1997 and lives in Fareham in Hampshire. She provides care for children Monday to Friday from 7am until 7pm, for most of the year. The childminder works with an assistant. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- The inspector spoke to the childminder, her assistant and children, at convenient times during the inspection.
- Parents provided written views of the childminder's practice, which the inspector took account of.
- The inspector sampled a range of documentation, including policies, children's records and suitability checks for adults who live at the premises.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The childminder discussed her curriculum, how she plans for children's learning and the impact this has on them.

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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