

Childminder report

Inspection date: 2 March 2022

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

The childminder is warm and welcoming in her approach. Children are seen as part of the family. The childminder provides a home-from-home setting where children are adored. They feel safe and secure and have deep loving bonds with the childminder.

The childminder has high expectations. Children thrive under her care and behave well. They are kind and friendly towards one another. Children are curious and love to learn. They eagerly take part in activities planned by the childminder. Children make good progress in their learning and development. They concentrate well and persist when met with challenges. For example, children persevere when they remove cookie dough from cutters and try to keep the shape of the gingerbread man formed. Children confidently share their thoughts and ideas. They feel listened to by the childminder. Children make choices throughout the day. For example, they choose which games to play. Children develop good social skills through playing board games with the childminder. They happily wait their turn and play cooperatively together. Children celebrate each other's achievements. They praise the winner of the board game and understand that they do not always win.

Children have a love for reading. They enjoy curling up with the childminder as they read together. Children confidently retell the story of their favourite books.

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

- The childminder is passionate about her role. She has a good understanding of what she wants the children in her care to learn and how to achieve this. Children make good progress and are ready for their transition to school.
- The childminder knows the children as if they were her own. She talks knowledgeably about their levels of development and the progress made. However, she does not consistently share this knowledge with the other settings that the children attend. This means that there is some inconsistency in the learning and development provision for children who attend more than one setting.
- Children learn to manage their personal hygiene routines independently. They know when to wash their hands, such as before eating. Children confidently wash their hands using soap. The childminder supports children sensitively as they are being toilet trained. She maintains their independence and privacy but is on hand if they need support.
- The childminder enhances children's mathematical skills. For example, children learn to predict how many counters they will need to complete their scorecard. They learn simple adding and subtracting as they win and lose 'gold' as they play a pirate board game.

- The childminder undertakes regular professional development through local links. She reflects on how activities went, including evaluating how the activities supported children with their learning and development. The childminder adapts her practice to ensure that she constantly challenges children's learning.
- Children hear new vocabulary throughout their day. For example, they learn about tentacles as they make 'jellyfish'. Children learn letter sounds through play. For instance, they relate letter sounds to the people in their family, such as 'M for Mummy'. However, the childminder does not consistently repeat words back clearly to children. This means that children's language development is not always fully supported as they do not always hear the correct pronunciation.
- Children regularly go on outings. This helps to develop their knowledge of their community. Children attend regular group activities that develop their social skills with their peers.
- Parent partnerships are strong. The childminder shares regular information with parents about children's learning and development. Parents comment positively about the good communication that takes place. They show how much they appreciate the work of the childminder.
- Children learn about other cultures through activities with the childminder. For example, children talk enthusiastically about the 'tigers' they made for Chinese New Year. Children remember the animal that represents them from the lunar calendar. They learn about different countries through games, stories and flying flags.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She demonstrates her knowledge of safeguarding beyond child protection. This includes keeping children safe when out and about. The childminder understands the signs and symptoms that indicate a child may be at risk from harm. She has a clear process for reporting concerns. This includes the steps to take if there is an allegation made against herself or a household member. The childminder attends regular safeguarding training to keep her knowledge current. She has recently attended training on a wide range of safeguarding topics, such as radicalisation.

What does the setting need to do to improve?

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

- build on partnerships with other settings that the children attend to provide a consistent approach to children's care and learning
- model the correct pronunciation of words consistently to further develop children's speech and language.

Setting details

Unique reference number	119822
Local authority	Isle of Wight
Inspection number	10136212
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	4 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 May 2016

Information about this early years setting

The childminder registered in 1992 and lives in Ryde, on the Isle of Wight. She provides care on Monday and Wednesday from 7.45am to 2.30pm throughout the year, except for family holidays. The childminder receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector through written feedback.
- The childminder and the inspector observed and evaluated an activity together.
- The inspector observed the childminder and children throughout the day.
- Children shared their views as they played with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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