

Childminder report

Inspection date: 20 June 2023

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

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in the homely environment. Most children arrive confidently and separate from parents with ease. Those who need extra support benefit from the childminder's swift nurturing approach. This means that children settle quickly and fully engage in learning. This demonstrates that children feel safe and secure in the childminder's care. Children form secure and meaningful relationships. They are keen to share their experiences and news as the childminder listens intently. For example, children recall the previous evening's thunderstorm and discuss how this made them feel.

Children learn new skills as they receive support and encouragement from the childminder. For instance, children decide to make their own string for threading, by cutting lengths of wool. This challenges their coordination and fine-motor skills as they hold the wool with one hand while cutting with the other. Children continue to persevere until they cut the wool successfully. Skilful modelling and meaningful praise help children to develop resilience and a sense of pride.

Children benefit from the language-rich environment. The childminder regularly engages children in discussions. She models language clearly and introduces new vocabulary, such as 'recycling' and 'considerate'. Children learn to hold two-way conversations, expressing their ideas and desires with confidence. They develop a love of stories and rhymes. Children regularly sing as they play and enjoy weekly trips to the library. As a result, they are gaining the skills they will need to be effective communicators.

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

- The childminder knows children well and plans a curriculum that reflects their individual learning needs. She uses assessment successfully to identify what children already know and what they need to learn next. The childminder regularly reflects on her practice to identify and address any professional development needs. This has a positive impact on the progress children make. For example, potential gaps in children's speech and language development are narrowing as a result of recent professional development. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Children have lots of opportunities to develop an understanding of early mathematical concepts. For instance, they learn about size and measure as they find snails in the garden. Children use appropriate language such as 'big', 'medium' and 'tiny' as they categorise the snails by size. They count the number of segments in their orange and use simple addition. Children explore number within the environment and are beginning to gain an understanding that number

has value. This helps to prepare children for their next stage in learning, including their eventual move to school.

- Children benefit from good-quality teaching and interactions. For example, when they show an interest in water, the childminder uses this to introduce new concepts such as recycling. Children learn that water is 'precious' as they fill containers from the water butt. However, the childminder does not consistently use discussions to maximise children's learning. For instance, children show curiosity in the amount of rainfall from the previous evening. Although the childminder encourages their interests in volume, she misses the opportunity to deepen children's knowledge fully.
- Children start to gain an early understanding of what makes them unique. For example, they read books together about diversity as they celebrate Pride month. The childminder uses colours of the rainbow to help children understand the concept of individuality. Children gain an early understanding of equality as the childminder uses stories and discussions to dispel stereotypes relating to gender. This helps children develop a positive sense of self and a wider view of the world around them.
- Children are learning about their bodies and how to keep themselves safe and healthy. For instance, they learn that scissors are sharp and can cause injury. They take great care as they strengthen their fine-motor skills and coordination when cutting wool. The childminder uses mealtimes to teach children about nutrition and food safety. For example, she explains why it is important to cut grapes in half. Children have lots of access to fresh air and develop their physical skills as they explore local green spaces and outdoor areas.
- The childminder develops secure partnerships with parents and professionals. Parents speak very highly of the childminder and the care and learning their children receive. Parents comment that they feel part of 'one big family', and that the service the childminder provides is 'exceptional'. Regular communication means that parents receive regular updates on their children's progress. The childminder works with other professionals that have involvement in children's learning. This helps provide a consistent approach to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities in keeping children safe from potential harm. She demonstrates a good understanding of the signs and symptoms that may indicate a child welfare concern. This includes neglect and extreme views. The childminder shows confidence in knowing when and who to refer safeguarding concerns to, as well as referral timescales. She has suitable procedures in place that reflect local safeguarding partnership guidance and she ensures that her knowledge is updated regularly. The childminder uses risk assessment effectively to identify and minimise potential risk to children. This includes when they are on outings. The childminder provides a secure environment where children feel safe to learn and play.

What does the setting need to do to improve?

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

- use opportunities to extend children's knowledge through further discussion, so they are able to make the deepest connections within their learning.

Setting details

Unique reference number	105158
Local authority	Isle of Wight
Inspection number	10249373
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 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	29 June 2022

Information about this early years setting

The childminder registered in 1997 and lives in East Cowes on the Isle of Wight. She operates Monday to Friday from 7.30am to 6pm, all year round, except for family holidays. The childminder holds an appropriate qualification at level 3 and is receipt of funding for three- and four-year-olds.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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
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