

Childminder report

Inspection date:

26 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled in the childminder's home. They are provided with a wide range of exciting activities. The children have a good relationship with the childminder. They actively seek her out for support as they explore available resources, for instance, asking for help when the train track will not join together. Children are encouraged to use their past experiences in their play, for example, putting animals in the tractor, copying what they have seen on a recent visit to the local farm.

The childminder helps young children to develop good communication and language skills. She role models new language and repeats words back to them during play.

Children are given a variety of opportunities to practise physical skills both indoors and through a range of outings. For example, children push themselves between the rooms on the tricycle, manoeuvring obstacles.

The childminder attends to children's care needs effectively; she picks up on cues from the children if they are hungry or need their nappy changed. Children are encouraged to become independent in their self-care, such as when they learn to wash their hands before mealtimes. The children's behaviour is good. The childminder is a good role model and has high expectations of the children. They constantly hear good manners and copy these without prompts.

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

- The childminder plans a good range of exciting activities that reflect children's interests. For example, she takes children on outings to various places within the community. They visit local parks, the farm and the zoo to increase their understanding of the world and build on children's current interest in tractors. The children also regularly attend musical groups and toddler groups.
- Children's mathematical development is encouraged through use of language and play. For example, they sing number songs, such as 'One, two, three, four, five, once I caught a fish alive' at lunchtime, counting fingers on the hand of a toy, and introduce language of 'big' and 'small' when comparing the wheels of a tractor.
- The childminder uses her knowledge of the children to ask age-appropriate questions. For example, during role play she asks the children if they know how to make a sandwich.
- Children show independence as they make choices about where they would like to learn. They are encouraged to take care of the environment around them, for instance when tidying away toys before lunch. The children, with support of the

childminder, confidently put the tractors and trains in the right boxes.

- The childminder is consistent in her approach to children's behaviour. She gives gentle reminders about her expectations and encourages children to be kind and share. The children respond well to this and happily share as they take turns when playing together. The childminder reflects on what works well and adapts her practice to support the needs of individual children. For example, she introduces a sticker book linking to children's current interests of tractors and the farm. However, the childminder does not seek to develop her practice by extending her knowledge through professional development, to raise the quality of teaching.
- Children's self-esteem and confidence are supported through recognition and praise for the achievements they make. For example, the childminder praises children for independently putting on gloves, highlighting how tricky they are as she helps them putting on the other.
- The childminder has good relationships with parents. She shares photographs and informs them well about their children's day. Parents comment that their children are happy and the childminder always makes time to talk. The childminder has a good understanding of how children learn. She finds out what children know when they join by gathering information from parents. This information is used effectively to plan well-thought-out activities and experiences that enhance children's learning and development. However, the childminder does not always share what children need to learn next with their parents, or how this can be supported at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is being abused. She is aware of who to contact should she have concerns for a child's welfare and undertakes regular safeguarding training. The childminder carries out daily checks on the indoor and outdoor environment to ensure the children's safety. The childminder is aware of her responsibility to keep children safe on outings and assures this through robust supervision and risk assessments.

What does the setting need to do to improve?

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

- enhance the use of professional development in order to raise the quality of teaching
- provide further information to parents regarding what is intended to be taught to their child and how this can be supported at home.

Setting details

Unique reference number	112354
Local authority	Hampshire
Inspection number	10063323
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 February 2016

Information about this early years setting

The childminder registered in 1989. She lives in Shirrell Heath, Hampshire. The childminder works Tuesday, Wednesday and Thursday, from 8am to 5.30pm, for most of the year.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- The inspector reflected on written feedback provided by parents about the childminder's provision.
- The inspector observed the quality of teaching during activities and assessed they impact this has on children's learning.
- The inspector held discussions with the childminder during the inspection about how she organises the provision.
- The inspector looked at documents available, including children's journals, policies and procedures.
- The inspector looked at all areas of the premises that are used for childminding.

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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