

Childminder report

Inspection date: 28 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children benefit from a home-from-home setting, where they are happy and well cared for. Relationships between the childminder and children are warm and trusting. Babies and toddlers develop high levels of confidence and self-esteem. Children behave well, overall. They are polite and courteous in their play with each other. For instance, when children struggle with opening tops of yoghurts at lunchtime, older children quickly offer help, as they recognise and respond to the differing needs of their friends. Children enjoy a wealth of activities which motivate their play and learning. The childminder introduces lots of opportunities, both indoors and outside, and extends children's own ideas for play. For instance, as babies practise pulling themselves to stand, she encourages them to take her hands as they confidently coordinate their bodies to stand. Older children enjoy taking age-appropriate risks, for example when they climb into the hammock and balance across tyres safely. Children thoroughly enjoy learning about the natural world through hands-on experiences. For example, they learn how to sow, tend, harvest and eat the fruits and vegetables they grow.

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

- The childminder creates a broad curriculum which takes account of children's unique interests. She shares her time well with children and adapts learning opportunities to take account of the differing ages of children she cares for. The childminder's quality of teaching is good, which contributes to the good progress that children make in their learning and development. However, she recognises that there is more she can do to tailor learning for some of the older and most-able children, to support their personal, social and emotional well-being and resilience to a higher level.
- The childminder enables children to think through and problem-solve well, to help support their early mathematical skills. Children are curious and inquisitive in their play. They experiment confidently and younger children persist when some activities are more challenging. For instance, as they use plastic pipes to transfer water from different heights, they explore how to move water from large containers. Children use different sized cups and buckets to work out with how much they can pour.
- The childminder has high expectations for children's behaviour. She is a positive role model and is fair and consistent in teaching children about rules, boundaries and expectations of behaviour. Overall, children behave well and listen to and follow the childminder's requests. For example, younger children help to tidy away before they go outside into the garden, and older children help to tidy away after lunch.
- Opportunities for children to learn about the natural world and the wider community are a strength of the childminder's practice. Children develop a love

of the outside world. They enjoy searching for insects in the garden, learning about different plants, trees and flowers, and caring for the childminder's chickens. Children benefit from being immersed in nature to support them in gaining a wealth of knowledge about their own environment, including how to tend and care for this.

- Partnerships with parents are good. The childminder has developed strong working relationships with children and their families. Parents value the good-quality play and learning opportunities children benefit from. The childminder shares information about their children's daily activities and overall progress regularly. She has established some shared working with other early years settings children attend. However, the childminder recognises that there is more she can do to develop her partnership working, to help her fully support and complement children's care and learning experiences.
- The childminder uses a wide range of age-appropriate language with children throughout the day. For instance, as she changes babies' nappies, she talks to them, modelling language and prompting babies to respond, as they 'babble' to her. Older children develop a wide range of vocabulary and are supported by the childminder to think through and share their ideas. For example, as children line up wooden characters, they share ideas about what jobs each person has. They state 'that is farmer and he has chicken feed in his bucket'. Children develop good communication and language skills and are confident and articulate in their conversations with the childminder and each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She knows how to recognise and respond to concerns about neglect and abuse, including how to report and escalate concerns, to maintain children's physical welfare. The childminder maintains a safe environment for children in her home and on outings. She regularly assesses risks and takes action to remove or minimise these to keep children safe. The childminder ensures that children are supervised at all times, including when they are eating.

What does the setting need to do to improve?

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

- strengthen opportunities to tailor learning for the older and most-able children, to enable them to understand and respond to expected behaviours and develop their emotional resilience
- extend partnerships with other early years settings that children attend, to help provide a shared understanding of children's progress and promote continuity in their learning.

Setting details

Unique reference number	2505137
Local authority	Isle of Wight
Inspection number	10191683
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	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Shorwell on the Isle of Wight. She operates Tuesday to Friday from 8am until 5.30pm all year round. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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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