

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 make affectionate bonds with the childminder and her assistants in this homely and nurturing environment. They feel safe and comfortable to freely access all the exciting activities on offer. Children explore on their own and play with each other cooperatively. They are inquisitive learners and persevere to broaden their interests further. Children behave well. They show resilience and a willingness to have a go.

Children adore the outdoors. They enjoy physical activities to strengthen their small and large muscles in the fresh air. For example, they pour water from one jug to another and squeeze water-filled sponges with growing muscle control. This also supports children to develop good hand control for early writing skills.

Children develop a love for books. They eagerly point at pictures and name familiar characters as the story is read. Children take pride in their work and are delighted when staff value their contributions. They develop good retention of new words and begin to apply these in context. Children show kindness and care as they role play looking after dolls. They wrap the dolls in blankets and gently rock and tap them to sleep. This helps children to develop compassion towards others and make sense of the world around them.

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

- The childminder and her assistants use information from parents when children start to attend, to identify where children are in their development and what they need to learn next. They are clear about what they want children to learn and be able to do by the time they leave the setting. For example, they ensure that children learn to put on their own shoes and coats, use the bathroom independently and develop good social skills. Children progress well in their learning and development.
- The childminder is experienced and knowledgeable, with a good understanding of how young children learn. Her assistants follow her lead and show commitment to enable children to achieve their best. However, on occasions, the childminder and her assistants do not fully consider opportunities to extend children's learning to a higher level. For instance, older children wait patiently for an adult to fill a container with water and bring it to their water tray, while they are capable of working together and thinking of ways to help themselves. This means that children's problem-solving skills are not consistently promoted.
- Staff place the utmost importance on developing children's speaking and listening skills. They are tuned into individual children's needs, especially to help improve their speech. Children's memory skills are enhanced further as they reflect on previous learning, captured in photos, and recall words learned. This

helps to encourage children to make connections between previous and new learning.

- Children learn about diverse families, communities and people in the wider world. They start by talking about their own families and use photos to consider similarities and differences between themselves and others. This helps promote their sense of identity and understanding of what makes them unique.
- Children are motivated to learn and concentrate well at play. They are particularly fond of sand play and patiently work at transporting sand from one container to the other with spades. They confidently manage their own self-care skills, such as washing their own hands before snack. These skills are promoted to support children's self-confidence and well-being.
- The childminder and her assistants share a strong commitment to their work. They regularly discuss their practice and highlight areas they want to strengthen further. The childminder undertakes courses and her own research to further extend her knowledge and skills. However, she is not sufficiently focused on identifying individual professional development opportunities to further enhance the knowledge and teaching skills of each of her assistants.
- Parents speak highly of the care and education their children receive at the childminder's home. They comment on the close bonds staff have with their children and the individualised approach they use to support their development, for example the sharing of positive behaviour strategies with parents. This encourages children's continuity in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibility to keep children safe and promote their welfare. They have a good understanding of how to recognise any signs that children may be at risk of harm, including exposure to extremist views. The childminder and her assistants know how to contact relevant agencies in the local area to seek advice or to make referrals, if they have concerns about a child or an adult. The childminder follows robust safe recruitment and vetting procedures to ensure that her assistants are suitable to work with children. The childminder and assistants carry out daily risk assessments, to ensure the learning environment is safe for children.

What does the setting need to do to improve?

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

- make more effective use of learning opportunities and encourage children to think for themselves, test out own ideas and overcome challenges to reach higher levels in learning
- strengthen the arrangements to identify suitable professional development

opportunities to further enhance the individual needs of assistants to extend their knowledge and skills.

Setting details

Unique reference number	2564054
Local authority	Isle of Wight
Inspection number	10239425
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	1 to 3
Total number of places	18
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in February 2020 and lives in Cowes, Isle of Wight. The childminder provides care to children Monday to Friday from 8am to 6pm. The childminder holds a qualification at level 4 and employs two assistants, who both hold appropriate level 3 qualifications.

Information about this inspection

Inspector
Sonia Panchal

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 her evaluation of the childminder.
- The inspector looked at the areas of the home that are used for childcare and discussed how the childminder operates her provision and implements her curriculum.
- The inspector observed the childminder and her assistants joining in activities with children and discussed the learning that was taking place with them. They discussed the needs of individual children and talked about their progress.
- A sample of documents was looked at by the inspector, including the suitability checks of household members, paediatric first-aid certificates of the childminder and her assistants and safeguarding policies and procedures.
- The inspector took into account the written views of parents and discussed the childminder's reflections on her practice.

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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