

Childminder report

Inspection date: 22 July 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 settle happily in the childminder's warm and welcoming home. They demonstrate they are confident and self-assured, as they take part in play with their friends. Children behave well. Younger children learn how to take turns with favourite toys and games. Older children are patient and kind with each other, such as when they give their friends spontaneous hugs during their play. The childminder has high expectations for children's learning and their overall development. Children are very happy and show how they feel safe in her care.

The curriculum is varied and organised with children's unique interests in mind. They enjoy learning and concentrate during activities that interest them. Children benefit from challenging experiences, which inspire them to explore and learn as they play. For instance, as toddlers build 'a beach' they experiment with the different textures of sand and water. They carefully transfer sand from buckets to the tray, using spades and add coloured water, as they hold jugs and pour carefully. Children learn about the names of different sea creatures. They delight at adding shells, as they explore the smooth and bumpy textures.

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

- The childminder is kind and caring. Her warm and caring personality creates an environment where quieter children are well supported and grow in confidence. Children develop strong bonds with the childminder and other children. They delight in playing together and are developing an understanding and respect of the needs of each other.
- Children develop good independence skills. The childminder encourages children to manage some age-appropriate routines, to develop their growing ability to do some things for themselves. For instance, as children tidy away activities, they excitedly help sweep and Hoover up sand. The childminder uses this opportunity to teach them about keeping their environment safe and actively involves children in these routines. These independence skills help children develop skills to support them in the future, including in readiness for their next stage in learning.
- Teaching is good. The childminder provides a range of learning experiences which support children's good progress. She checks children's progress to inform her plans for what she wants children to know or learn next. However, the childminder does not focus the curriculum for some areas of children's learning as precisely as possible.
- Partnerships with parents are well-established and enable the childminder to share children's key achievements with children regularly. Parents comment on the childminder's caring nature and how children are happy and settled in her care. The childminder recognises that there is more she can do to gain a greater

range of information from parents, when children first start to help, to extend her knowledge of what children's speech and language skills are from the outset.

- The childminder is aware of the impact the COVID-19 pandemic has had on some children's personal, social and emotional development. She focuses on this area of their learning well. Children benefit from a wide range of opportunities to learn about the wider-world and the local community they live in. They meet new children and develop confidence in new social situations in their growing friendship groups.
- The childminder has continued to build on her skills and knowledge since her registration. She meets with other childminders to share best practice ideas and uses this to provide exciting learning activities for children in her care. The childminder continues to use opportunities to build on her teaching skills. However, she does not focus her own professional development to further her skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.
- Children make good progress in their physical skills. They enjoy opportunities to help practise their growing skills, such as opening lunch boxes, feeding themselves and tidying away when they have finished. Children develop good physical dexterity, both in their large- and small-muscle skills. For instance, toddlers climb small steps to the slide and older children use small fishing rods as they carefully pick up 'fish' during games they play.

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 identify, report and escalate concerns about children, including from extreme views or behaviours. The childminder knows how to respond in the event of an allegation against herself or a member of her household. She maintains a safe and secure environment for children, within her home and on outings and supervises children closely, including when eating meals and snacks.

What does the setting need to do to improve?

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

- enhance planning even further and focus more sharply on children's next steps in their learning and development
- extend the range of information gained from parents when children first start, to enable a clear picture of what they know and can do to be established
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

Setting details

Unique reference number	2575938
Local authority	Isle of Wight
Inspection number	10239484
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is situated in the Sandown area of the Isle of Wight. She provides care for children, Monday to Friday from 7am until 6pm, for most of the year.

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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