

Childminder report

Inspection date: 25 January 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident and keen to join in activities with their peers. They have a keen love for the outdoors. For instance, they eagerly head out to the allotment, where they weed the vegetable patches and say hello to the chickens and ducks. Children independently get themselves ready for the outdoors. When they encounter difficulties, such as zips, the childminder supports them as they learn how to do it themselves. She celebrates their successes with them as children beam in delight.

Children of all ages are confident in expressing their thoughts, wants and needs. The childminder and her team are in tune to children and their needs as they respond quickly to non-verbal communication. Children develop a love of reading through frequent stories. They have clear favourites. Children eagerly shout phrases such as, 'It's a squash and a squeeze,' as they avidly listen to stories. They confidently talk about what is going to happen next in the story.

Children develop their listening and attention skills as well as their turn-taking skills as they enjoy taking part in games. Children take turns to hang monkeys on a tree and hope not to topple the tree. The childminder's assistant develops children's mathematical skills as they play. Children are supported by the assistant as they count the monkeys. They are encouraged to compare the different sizes of the monkeys as well.

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

- The childminder has an ambitious curriculum in place that builds on what children already know and can do ready for the next stage of learning. She has developed a curriculum to ensure children are healthy, independent and resilient as well as kind and caring.
- The childminder works with a co-childminder. They run their provision as one setting. They work effectively together as a team with their childminding assistants. However, this means that, at times, the childminder's supervision of her assistant is not as robust because the co-childminder takes the lead. This means supervisions are not yet fully effective at developing practice to the highest level.
- Children learn about healthy lifestyles through everyday routines. For example, during snack, they comment that milk makes them strong. The childminder ensures that children get a choice of milk and water as well as fruit at snack time.
- The childminder knows her key children well. They make good progress in their learning and development and next steps are tailored specifically to their needs.
- The childminder and her team tailor activities to children and their abilities and

needs. For example, younger children are encouraged to join in with circle time but the childminder recognises that they may not stay for prolonged periods of time. The childminder then supports the younger children in accessing other activities, such as snack, while the older children finish the story.

- Children's language development benefits from frequent conversations with the childminder and her team. However, at times, the childminder and her team ask children questions in rapid succession. This means children sometimes do not have time to formulate a response and fully express their thoughts and ideas.
- Parents comment positively on the provision. They comment on how caring and compassionate the childminder and her team are. Parents state the childminder 'creates such special experiences for the children'.
- The childminder recognises the importance of working in partnerships with parents. She ensures that information is shared with parents in a variety of ways. For example, she sends daily photos to parents via an online app, displays information on a notice board and shares a half-termly newsletter with them. This helps to promote continuity in children's care and learning.
- The childminder is constantly reflecting on her practice. She develops her own professional knowledge through regular training and local authority meetings.
- The childminder and her team act as good role models for children. They model how to be considerate of one another and to ask for help politely. This is reflected in the children's behaviour, as they are kind, caring and understand the expectations for their behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant show a secure understanding of safeguarding, including their roles and responsibilities. They know the signs that may indicate a child is at risk from harm. The childminder and her assistant understand the local safeguarding procedures to follow if there was a concern. This includes if there was an allegation against the childminder or her assistant. The childminder demonstrates a good understanding of ensuring children are safe while they sleep. She follows safe recruitment processes and understands the importance of ensuring ongoing suitability.

What does the setting need to do to improve?

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

- strengthen the arrangements for the supervision of assistants, to ensure an individualised approach to their professional development
- give children more time to think and respond to questions to further build on their communication skills.

Setting details

Unique reference number	2598572
Local authority	Isle of Wight
Inspection number	10251492
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 4
Total number of places	12
Number of children on roll	25
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Ventnor, in the Isle of Wight, Hampshire. The childminder offers care to children Monday to Friday, for 48 weeks of the year. She works with a co-childminder and two childminding assistants. The childminder holds a level 5 early years qualification.

Information about this inspection

Inspector

Natasha Jarvis

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 provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector through written surveys provided by the childminder.
- The inspector observed the childminder, her assistant and children throughout the day.
- The inspector sampled relevant documents.
- The childminder, assistant childminder and the inspector held discussions at appropriate moments.

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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