

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 have warm bonds with the childminder and her team. They feel safe and secure. Children develop a love of the outdoors. They frequently go on 'adventures' around the site. For instance, they learn about the world around them as they help to look after chickens, ducks, guinea pigs and a pet tortoise. Children learn about the people who help us through a range of activities. This includes learning about different jobs through visitors to the setting, such as a nurse.

Children are kind and thoughtful. For example, during group time with musical instruments, they ensure everyone, including visitors, has an instrument to take part with. Children excitedly join in with different nursery rhymes as they play their instruments. This helps to develop their language and communication skills.

Children develop their mathematical skills through games. For example, they play 'What's the Time, Mr Wolf?' With support from the childminder, they recognise the different numerals on the dice as they shout the 'time'. Children eagerly count the number of steps needed as they get closer to the wolf before running away in fits of giggles.

Children enjoy role playing dentists as they begin to learn about oral hygiene. They eagerly use toothbrushes to 'clean' the 'dirty teeth' pictures they have created. They talk about their toothbrushes from home as well. This helps children to understand how to keep healthy.

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

- The childminder has a curriculum which focuses on outdoor play, teaching children to be resilient and developing their love of nature. It is well planned and builds on what children know and what they need to learn next.
- Children begin to learn how to keep themselves healthy. For example, they learn about the importance of washing their hands regularly. They happily sing songs about washing their hands as they wash their hands with support from the childminder.
- The childminder and her assistant support children's language development through frequent conversations and introducing new vocabulary to children as they play. However, sometimes, their questions are not challenging enough to extend children's communication and thinking skills. In addition, children are not always given enough time to respond to the questions.
- Children confidently recognise the letter sounds that are at the start of their name. As they are showing an interest in letter sounds, the childminder and her assistant introduce children to different letter sounds as part of their circle time. The assistant skilfully role models the correct pronunciation of letter sounds in

their names and children eagerly copy the sounds. These activities help children to develop their early literacy skills.

- Children develop their independence skills through everyday tasks such as putting on coats and shoes. The childminder encourages them to keep trying when they encounter minor difficulties and praises their efforts.
- Children make good progress in their learning. The childminder is quick to identify any gaps in development and works in partnership with parents to support children in reaching their full potential.
- Parents love the provision and comment enthusiastically about the 'special experiences' that the childminder creates for children. Parents explain how kind and caring the childminder and her team are. They comment that the provision 'has such a lovely feel to it'.
- The childminder values working in partnership with parents. She uses a variety of ways to share information. For example, she uses an online app to share photos of children's days as well as sending out a half-termly newsletter. Children are encouraged to share their own experiences at home with others through the use of travelling teddies. Children take the teddies out and about with them, such as a trip to the dentist, and then share this with their peers during circle time.
- The childminder carries out regular supervision with her assistants. They comment on how supportive and accommodating the childminder and her team are. However, supervisions are not yet fully effective at developing practice to the highest level, such as strengthening the team's understanding of how to use questions effectively.
- The childminder is highly reflective in her practice. She ensures that she maintains her own continuous professional development through regular training and local authority meetings.

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 follows safe recruitment processes and understands the importance of ensuring ongoing suitability. The childminder recognises the importance of risk assessing and ensuring the safety of the environment.

What does the setting need to do to improve?

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

- develop ways of asking more complex questions and then giving children more time to respond, to challenge and further extend children's communication skills
- provide further support for assistants through effective supervision to develop their understanding of how to use questions effectively to help develop children's language skills.

Setting details

Unique reference number	2598573
Local authority	Isle of Wight
Inspection number	10251493
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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 provides care for children Monday to Friday, from 8am to 4pm, for 48 weeks of the year. She works with a co-childminder and two childminding assistants. The childminder holds a level 3 childcare 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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