

Childminder Report

Inspection date

10 July 2017

Previous inspection date

1 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children show a very strong bond to the childminder and often seek him out during play. They enjoy his company and communicate with him well. Children make good progress.
- The childminder has a clear understanding of how to support children's learning and development. He provides a stimulating play environment which ignites their interest to discover new experiences.
- The childminder demonstrates a very secure understanding of how to safeguard and protect children's welfare. For example, he is fully trained to administer medical treatment in an emergency.
- The childminder takes the lead role, working alongside his co-childminder, to collect children who attend other settings and to liaise with the settings.

It is not yet outstanding because:

- Although partnerships with parents are strong, the childminder does not consistently gain parents' feedback as part of the self-evaluation process.
- At times, the childminder does not recognise some spontaneous teaching moments to fully extend children's learning and development.

What the setting needs to do to improve further

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

- encourage parents to give feedback on the setting to strengthen the self-evaluation process and help to identify areas for improvement
- make better use of opportunities that arise to build on children's interest in activities to extend their learning as fully as possible.

Inspection activities

- The inspector spoke to children, observed their play activities indoors and outdoors, looked at the available resources and read relevant documentation.
- The inspector discussed the childminder's leadership and management, including safeguarding and self-evaluation methods.
- The inspector spoke to some parents and took account of their views.
- The inspector carried out a joint observation with the childminder.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident understanding of his responsibilities. He understands how to follow local procedures to address any concerns about children's welfare, including protecting them from extreme views and behaviour. He is committed and keen to improve his knowledge and skills and attends training alongside his co-childminder. For example, they are in the process of enhancing the outdoor learning environment with more natural play resources. The childminder monitors children's progress closely and addresses any identified gaps in their learning. He works successfully with other professionals to ensure children's needs are met.

Quality of teaching, learning and assessment is good

The childminder has good teaching skills. He interacts with children well during their play, offering challenge and clear support. For example, he stimulates children's interest in books and early writing skills effectively, reading to them and showing them what to do with crayons. He encourages children to learn to count, and to feel and talk about textures when they show an interest in the 'feely bag'. When playing and learning together he joins in with children, such as when he demonstrates how to build a tower of plant pots for one-year-old children who are playing in soil. He has a secure understanding of observing, assessing and planning to match children unique needs.

Personal development, behaviour and welfare are good

Children are looked after well. They enjoy attentive care and cuddles, particularly when they feel tired. Children's daily personal care routines are matched closely to those at home. Children learn about healthy lifestyles and enjoy lots of physically active play in the fresh air. Children learn to make healthy choices in relation to food and drink, and safely use a knife to cut up fruit. Mealtimes are sociable occasions and children have fun as they sit and eat together. They behave well and are learning the boundaries of behaviour from the childminder's clear guidance.

Outcomes for children are good

Children settle well in the exciting environment, such as when they watch butterflies grow and fly away. All children develop good levels of personal independence. They enjoy making decisions and confidently try various play activities. Older, most-able, children undertake their own care needs and talk with confidence. They are beginning to take the lead in their play, such as, when they use their imagination in pretend 'school play'. They talk about the 'old' teapot, gaining a sense of time. All children are motivated learners and develop the key skills they need for school.

Setting details

Unique reference number	EY371993
Local authority	Hampshire
Inspection number	1093394
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	1 April 2015
Telephone number	

The childminder registered in 2008. He works with his partner, who is also a registered childminder, from their home in New Milton, Hampshire. The childminder holds an early years qualification at level 3. He receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

