

Childminder report

Inspection date:

5 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for all children and interacts with them well. She offers children a broad range of outings to build on what they know about their community and the wider world. These include woodland walks to learn more about nature and visits to local museums. For example, children thoroughly enjoyed an outing to support their understanding of war in Britain, based on a planned theme. They were able to take part in interactive play in a replica air-raid shelter to help broaden their understanding of the past. The enthusiastic childminder has a warm and caring manner. Children show they feel safe and secure in her care. Children behave extremely well. They have a good understanding of the childminder's expectations. For instance, children use exemplary table manners at lunchtime.

The childminder implements the early years foundation stage curriculum effectively. She is mindful to support the ways in which children lead their play through their individual interests. Children demonstrate positive attitudes to their learning. For example, children instigate a bug hunt. They lift the outdoor mat and are curious about what creatures they will find underneath. Children demonstrate awareness of living things and of how to be respectful to the creatures that they find during the bug hunt. They are excited as they identify a spider, worms, a wood louse and other insects under the mat. Children confidently use descriptive words, such as 'wiggle' as they talk to their friends about how the different creatures move.

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

- The childminder has a good understanding of her role and her responsibilities to work with an assistant. She is highly encouraging of how her assistant updates her skills and knowledge. This is achieved through purposeful training and support. The childminder and her assistant work very well together and are reflective of their practice. They plan effectively for children's learning and monitor children's progress extremely well.
- The childminder has positive partnerships with parents and takes time to find out as much as possible about children prior to them starting with her. She provides parents with regular information about what children are learning.
- The childminder places a high importance on helping children build their confidence and independence, particularly for children who will soon move on to school. She encourages children to speak and listen to each other during group activities. This is demonstrated very well as children share moulding-dough resources at the table. They use a range of different tools, including scissors, rolling pins, cutters and plastic knives, to mould and shape their creations. Children negotiate with each other and show a clear understanding of sharing.

They practise rolling and squeezing the dough, showing good levels of hand-eye coordination and dexterity. Children engage in conversations, for example about birthday parties, as they create a make-believe cake with the dough.

- Children enjoy rhymes and singing. Overall, children are keen to take part. They confidently join in with familiar songs and copy the actions for favourite songs, such as 'Head, shoulders, knees and toes'. They do the actions fast and explain that 'this is super fast'.
- Children engage well when looking at picture books. They competently name the creatures they see. They learn about different species of bears, for instance, knowing that one in the picture is a brown bear and the other a panda. Younger children identify some animals have spots and some stripes. Children are intrigued by the different types of spiders they can see and know these are different to the ones they saw earlier in the garden.
- Older children listen attentively to the story 'Underpants Wonderpants'. They talk about what is happening in the story. Although the childminder is encouraging of children's learning, such as counting the number of 'pants', she misses some opportunities to extend more on what children already know and understand, for example by talking with older children about the beginning, middle and end of stories or by encouraging their ideas to show their comprehension of the story.
- Children are respectful to each other. They have made warm friendships with their peers. Children demonstrate good levels of self-control and try consistently to achieve. For example, when children independently put on shoes and coats, they persevere, for instance, when trying to pull up the zip on their boots. Children enjoy time to be physically active. They adapt speed and direction to manoeuvre around each other on scooters and cars, demonstrating high levels of spatial awareness.
- The childminder is highly encouraging of healthy lifestyles. Children benefit from a range of outdoor learning experiences. They are warmly supported in their hygiene and personal care routines. Children confidently sing their handwashing song as they wash their hands prior to lunch. Children show independence as they choose their fillings for sandwiches and use polite language as they are serve their food, for instance saying 'please' and 'thank you'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant adhere to the setting's robust policies, procedures and risk assessments to promote effectively children's health, safety and well-being. The childminder demonstrates a good awareness of all aspects of safeguarding matters. This includes her knowledge of the 'Prevent' duty and typical signs and symptoms of possible indicators of abuse. She knows how to make a timely referral if she has a concern for a child in her care. The childminder ensures that she and her assistant regularly update their safeguarding knowledge and understanding. She achieves this, for example, through reviewing training and personal research.

What does the setting need to do to improve?

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

- enhance the ways that older children engage in, participate and interact with stories, books and literature.

Setting details

Unique reference number	EY379401
Local authority	Hampshire
Inspection number	10069381
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	12
Number of children on roll	12
Date of previous inspection	10 October 2014

Information about this early years setting

The childminder registered in 2009. She lives in Hook, Hampshire. She works with her daughter, who is her assistant. The childminder works Monday to Thursday, all day, for most weeks of the year. She is in receipt of funding for free early education for children age three.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- The inspector observed the childminder and her assistant interacting with children during activities indoors and outdoors.
- Relevant documentation was sampled during the inspection to ascertain how the childminder meets the requirements of the early years foundation stage.
- The inspector spoke with children, the childminder and her assistant.
- The inspector discussed with the childminder how she works in partnership with parents.
- Discussions were made during the inspection in regard to how the childminder evaluates the quality of children's achievements and how she plans for the next stages of their learning.

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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