

Childminder report

Inspection date: 22 March 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They make good progress in their learning and development. The childminder has high expectations for children. They listen well and, overall, follow the rules and boundaries set by the childminder and her assistant. Children strengthen their large muscle skills through plenty of time outdoors. They enjoy moving in a range of different ways. For example, they climb on a sunken climbing frame and bounce on the trampoline. Children love to dig in the sand pit and find a range of different toy shapes. Young children share excitedly that they have found 'squares' and 'circles'. Older children eagerly tell the childminder about the 'hexagons' they have found.

Children talk excitedly about their regular outings, such as a recent trip to the zoo. They eagerly explain that they can hear the lions roar from the childminder's garden. Children love to sing nursery rhymes. They excitedly sing 'Old McDonald Had a Farm' while they select different animals from the singing bag. Children patiently wait their turn to make the sound of the animal they have picked. Children begin to learn simple personal hygiene practices, such as covering their mouths when they cough. They enjoy a healthy, balanced meal provided by the childminder for lunch.

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

- The childminder has developed her practice significantly since the last inspection. She ensures that she now prioritises children's needs over following the pre-planned activities. For example, children who are tired have their nap when they need it. The childminder has developed an effective behaviour-management policy. For example, the childminder clearly explains her expectations to children. This ensures that children understand the expectations for their behaviour.
- The childminder works closely with her assistant. She ensures that she explains her practice and behaviour strategies with him regularly. This helps develop his understanding of behaviour management further. This includes how to support children in regulating their behaviour.
- The childminder's curriculum, although broad, sets out clearly what she plans for children to achieve by the time they go to school. The childminder and her assistant know the children well. They talk knowledgeably what they can do. However, children's next steps, at times, do not match their learning and development needs. This does not help children make the best possible progress across all areas of learning.
- The childminder provides different resources for the same activity. For example, older children use a finer brush for their painting which requires more control, whereas very young children use thick brushes as they learn to make marks.

This helps to extend and challenge children's learning in developmentally appropriate ways.

- Children's language is well supported by the childminder. She uses games to encourage children to develop their vocabulary. For example, children learn positional language as they take turns hiding a cuddly toy. The childminder ensures that she leaves children time to respond when talking with them. She also repeats words back clearly to children.
- Children learn to recognise their names when written down. The older children help younger children recognise their names, such as on their water bottles. They take pride in being able to spot the letters used in their name when they are out and about.
- The childminder and her assistant routinely reflect and evaluate on the day's activities. This includes evaluating the progress children have made with their learning. The childminder uses her evaluations to track children's development.
- The childminder and her assistant attend some training as part of their professional development. However, this is not focused enough to support her assistant, who is less confident, to have a secure knowledge of the curriculum intentions and how to implement these. As a result, at times there are inconsistencies in the quality of teaching.
- The childminder builds secure partnerships with parents. She regularly provides information on children's learning and development. The childminder encourages parents to share their thoughts as well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of their roles and responsibilities in keeping children safe from harm. They know the signs and symptoms that may indicate a child is at risk from harm. The childminder and her assistant understand how to report these concerns to relevant local agencies, including if there are allegations made against themselves or a household member. They regularly refresh their training to ensure that their safeguarding knowledge is up to date. The childminder and her assistant understand wider safeguarding issues, such as county lines. They also teach children to keep themselves safe. For example, children learn about road safety as they walk to and from school each day.

What does the setting need to do to improve?

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

- focus more precisely on children's next steps in learning to help them to make the best possible progress
- strengthen the current arrangements for professional development, with a focus

on raising the quality of teaching to a consistently high level and to develop their understanding of what they want children to learn.

Setting details

Unique reference number	EY390104
Local authority	Isle of Wight
Inspection number	10149046
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	27 February 2020

Information about this early years setting

The childminder registered in 2009 and lives in Brading on the Isle of Wight. The childminder's operational hours are Monday to Friday from 7am until 6:30pm, term time only. The childminder is in receipt of funding for the provision of free early education to children aged three and four years. The childminder and her full-time assistant hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider 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.
- The childminder and the inspector observed and evaluated an activity together.
- The inspector observed the childminder, assistant childminder, and children throughout the day.
- The inspector sampled relevant documents.
- The childminder, assistant childminder and inspector took part in discussions.

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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