

Childminder report

Inspection date: 12 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy. They confidently explore their surroundings and make independent choices about their play. Children feel safe and secure at this setting. They form positive attachments with the nurturing childminder. Children engage in play and conversation with the childminder and actively seek her out. When exploring resources, children ask questions to further their knowledge and understanding. For instance, while playing with a rubber snake, they talk about its features and the colours of the scales on its back.

Children have good behaviour. The childminder promotes good manners and respectful attitudes towards others and their play. Children demonstrate their understanding of the behaviour expectations in place. For instance, they confidently tidy away resources and handle them with care before selecting new resources to play with. Children are very polite and communicate their needs with ease.

Children are motivated learners. They are willing to have a go and try out new activities and ideas. This is because the childminder consistently praises and supports them to keep on trying. As a result, children are developing determination and resilience to persist, even if something is challenging. For example, when threading laces through cotton reels, children focus with intent to complete the activity even if it becomes difficult.

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

- Children have very good language skills. The childminder ensures she consistently provides children with a language-rich environment. She asks questions, provides a narrative for what is happening and introduces new words and ideas. For example, when exploring books, the childminder offers discussion about the textures within the book. Children learn new words such as 'shiny' and 'rusty'.
- Children are developing their independence. The childminder encourages the children to make choices about their play and the foods they wish to eat. Children are confident to tell her their needs and what they like. For instance, they tell her when they need to use the bathroom and what activities they would like to play with next. Children help to prepare their lunch with the childminder and enjoy completing small tasks that give them responsibility.
- The childminder encourages a love of books. Children have a wide selection of books to choose from. They explore books independently and talk about the shapes they can see on the pages. Children also give the childminder books and invite her to read to them. The childminder skilfully extends children's learning while reading books. For instance, she will ask questions to encourage their

thinking skills, and includes mathematical language and themes. The childminder also organises regular trips to the local library, where children enjoy story and rhyme sessions.

- The childminder has developed strong partnerships with parents. She regularly updates them through verbal conversations, so parents know how their children have been during the day. However, parents do not receive regular detailed information about their children's progress and how they can further support learning at home. The childminder has identified that she needs to enhance how she shares information about children's development to encourage home learning too.
- Parents are highly complimentary about the childminder and the care given to their children. Parents report that their children are enthusiastic about attending her setting and look forward to the exciting activities and outings she plans. The childminder is experienced in supporting children's learning in the moment and identifies their next steps. However, she does not currently gather detailed information from parents about children's starting points, to further enhance her curriculum when they first attend.
- The childminder aims to provide children with a rich and varied early years curriculum. She organises the resources in her home to support children's different stages in learning well. She also plans regular outings and trips to support children's knowledge of the wider community. For example, they visit a local arboretum regularly and learn about the changes that occur throughout the seasons. Children recall going there with fond memories. They reenact how they walk along the 'wobbly bridge' and talk about how they feed the fish porridge oats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her roles and responsibilities to keep children safe from harm. She is clear on the procedures to follow if she has any concerns about a child's safety and welfare. The childminder confidently identifies the signs and symptoms that may indicate a child is at risk of harm. She also has robust knowledge about wider safeguarding issues, such as the 'Prevent' duty. The childminder ensures she receives regular training and accesses information to ensure her knowledge remains up-to-date. The childminder ensures her house remains safe and suitable at all times for the children in her care.

What does the setting need to do to improve?

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

- gather more detailed information from parents to identify children's starting points when they first attend, to support their learning even further

- consider ways of sharing information with parents in relation to children's progress, to support home learning more effectively.

Setting details

Unique reference number	EY396207
Local authority	Hampshire
Inspection number	10063235
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 November 2015

Information about this early years setting

The childminder registered in 2009. She lives in the Bursledon area of Hampshire. The childminder provides care Monday to Friday from 7.30am until 6pm for most of the year. The childminder holds a relevant qualification at level 3 and receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jamie Smith

Inspection activities

- A learning walk was conducted with the childminder to understand how the early years provision and the curriculum are organised.
- The childminder and inspector carried out a joint observation together.
- The inspector sampled some of the childminder's paperwork, including certificates and suitability checks.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.

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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