

# Childminder report

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Inspection date: 3 December 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Young children feel nurtured and extremely comfortable in the company of the childminder, who provides them with good-quality care and education. They receive a lot of attention, comfort and support, particularly new children who struggle to leave their main carer. They enjoy stimulating play activities and daily experiences, which support their all-round development successfully. Children quickly achieve because the childminder identifies where they need support and encourages this from the onset of their care with her. She has high expectations of children, which they benefit from. The childminder organises her early years foundation stage curriculum well to give children plenty of challenge and choices in play.

Children behave well and are keen and eager to learn. One-year-old children show their contentment through a lot of positive social interaction with the childminder and greeting visitors with big smiles. They explore the well-resourced play environment with enthusiasm and keep practising their physical skills. For example, they climb in and out of a tray and stand on a box. The childminder supervises children well to ensure they are kept safe. She has a secure understanding of how to keep risks to a minimum. For example, she has put up a fence in the garden to restrict access to hazards.

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

- The childminder has a good understanding of child development and makes sure her curriculum matches children's needs. She currently only cares for children aged two years and under and focuses well on their key skills of walking, talking and social development.
- The childminder's assessments of children's capabilities are accurate. She knows what children need to learn next and puts these into her teaching practice each day. For example, she encourages young children to develop their physical skills by providing regular garden play, where they climb and kick balls.
- Children show strong characteristics of effective learning indoors and outside. They have a lot of fun exploring the well-resourced play environment. Children demonstrate good focus during activities. They practise and repeat key skills in well-planned play. For example, one-year-old children fill up a pot with coloured, Christmas pasta shapes and transfer them into a jug, copying the childminder. They smile and clap, proud of their achievements.
- The childminder supports children's communication and language skills well. For example, she gives one-year-old children time to understand and follow her simple instructions. Children listen, look and point at the guinea pigs' cage, understanding the names of the pets. They are starting to babble and say their first words because the childminder role models vocabulary regularly to children.

- The childminder's methods for evaluation and improvement are secure. She is always looking at ways to improve the meaningful experiences children receive. For example, after noticing that children did not use the play house, she removed it but kept the kitchen, play food, pots and pans. This was to encourage more pretend, symbolic play with the one-year-old children.
- The childminder attends training to help improve her practice. For example, after a recent webinar, she gave information to parents about the importance of sharing books with children. This was to help support their speaking skills and early literacy development.
- Partnerships with parents are strong. The childminder shares a good range of information with parents about children's day-to-day care, learning and progress. Parents report positively about the childminder and the benefits her provision gives their children. However, there is scope to work even more closely with parents to develop a seamless approach to children's dietary and developmental needs.
- Children swiftly build a strong bond with the childminder, who is sensitive and understanding of each unique child. They relate to her extremely well and will cuddle into her in between playing and exploring the toys. They are developing securely in being independent. For example, they are encouraged to walk into her home each morning.
- The childminder pays good attention to ensuring she promotes the seven areas of learning. She plans adult-led music and song time. However, opportunities by the childminder to sing meaningful songs in children's spontaneous play are not consistently taken up. Therefore, children's singing, expressive skills and learning of new words are not completely enhanced.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by attending regular training. She has a complete understanding of the wider issues of protecting children, such as from radicalisation and female genital mutilation. She has a secure knowledge of what would concern her about a child and is vigilant about keeping records and monitoring children's well-being. The childminder demonstrates a confident understanding of the process to follow if she felt a child was at risk of harm or if there was a welfare concern. The childminder understands her responsibilities in the event an allegation is made against her or a household member.

## What does the setting need to do to improve?

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

- enhance partnership working with parents by having a seamless approach to

meeting children's individual needs and learning

- strengthen children's opportunities to hear and sing songs in everyday play and routines.

## Setting details

<b>Unique reference number</b>	EY547451
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10111178
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Hordle, Hampshire and operates Monday to Friday from 8am to 6pm. The childminder is qualified at level 3 in early years and childcare.

## Information about this inspection

### Inspector

Lorraine Wardlaw

### Inspection activities

- The inspector conducted a learning walk with the childminder to discuss how she organises her curriculum.
- The inspector conducted a joint observation with the childminder, evaluated the quality of teaching and discussed the children's learning and development.
- Observations were undertaken of the children playing and learning.
- The inspector spoke to a sample of parents to gain their views of the setting.
- A leadership conversation was held with the childminder to discuss safeguarding arrangements and self-evaluation, which included the sampling of documentation.

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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