

# Childminder report

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Inspection date: 9 September 2019

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

### **The provision is good**

The childminder provides a warm, welcoming environment for children and their families. Children are happy, safe and content in the childminder's care. From the outset they benefit from a variety of good play experiences to build on their knowledge. The childminder places a strong focus on promoting children's literacy skills from the start. Children enjoy opportunities to share stories, sing favourite songs and engage in thoughtful conversations. Older children benefit from good opportunities to build on their communication and language skills, through a language-rich environment. Babies gain good physical skills, such as when they learn to stand independently and explore the environment with enthusiasm. The childminder responds to children's individual care needs well. She recognises when children are tired or hungry and adapts routines to meet their needs. Children gain good social skills. The childminder has high expectations of children and helps them develop skills that support their future learning well. Children develop an understanding of how to work cooperatively to complete age-appropriate tasks. For example, children learn how to tidy away toys, as they work together to keep the environment safe.

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

- The childminder has a good knowledge about the education curriculum she provides for children in her care. She places a strong focus on building children's communication and language skills, from the beginning. She provides opportunities for children to hear and use new words. As older children talk about different sizes, the childminder models new words such as 'colossal' and children hear new words and repeat them back clearly. Children are confident and articulate communicators.
- Children develop a good understanding of the world around them. The childminder uses topics such as 'under the sea' to build on children's knowledge of the natural world. The childminder gives children time to think through and share their ideas, such as when children think about the difference between whales and dolphins.
- The childminder understands children's individual abilities and plans activities to help children make good progress in their learning. She organises activities which ignite children's interest in learning. However, sometimes activities are not adapted to take account of the differing ages or abilities of children, to help them to remain focused and fully engaged.
- Children develop an understanding of how to manage their behaviour appropriately. The childminder helps children to think about how to share toys and resources and recognises when children need more support. She provides consistent support and encouragement to help children learn to respect and value the differing needs of their friends. Children develop good relationships

with each other.

- The childminder teaches children about routines to promote their good health and well-being. Children benefit from a variety of opportunities to be physically active. They gain a good understanding of how to be independent in managing their personal needs. For instance, older children learn the benefits of washing their hands before they sit to eat, as they confidently explain 'this is to stop them eating germs'.
- The childminder keeps her knowledge and skills up to date through regular training opportunities. However, she does not always target her professional development to enable her to enhance the support for individual children's learning, based on their particular needs.
- The childminder works closely with parents to keep them informed of children's key achievements, to help promote learning at home. However, she has not extended information sharing with other settings children attend, to help promote more consistency in children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She makes good use of training to keep her knowledge of local safeguarding procedures up to date. She recognises how to identify that children may be being drawn into extreme views or behaviours and knows the importance of monitoring children's attendance. This ensures that the childminder knows how to identify child protection concerns and how to report these, to maintain children's welfare.

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

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

- strengthen how activities are organised to meet the differing ages and abilities of children, to extend, reshape and sustain children's focus more
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs
- work more effectively with all other settings that children attend, to improve the continuity and support for children's learning experiences.

## Setting details

<b>Unique reference number</b>	112818
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108418
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	25 November 2014

## Information about this early years setting

The childminder registered in 1989 in Stroud, near Petersfield, in Hampshire. She provides care for children Monday to Friday from 8am to 6pm, for most of the year. The childminder has an appropriate level 3 childcare qualification.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- The childminder and inspector discussed the plans for children's learning and the progress children make.
- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The childminder discussed her self-evaluation with the inspector and the impact this has on how she drives improvement.
- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and policies and procedures relating to this.

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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