

Childminder report

Inspection date: 16 September 2019

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children enjoy a great deal of time outdoors exploring the natural world and being physically active. The childminder supports children to learn about the life cycles of animals and why it is important to protect the environment we live in. Children develop a good understanding about where things come from and how they are made. For example, they visited a factory that creates items from recycled materials and learnt what can be re-used. Children develop close friendships across age groups. They learn to be considerate to one another and help each other with daily living skills.

The childminder models speech well and purposefully adds words to conversations, supporting children to develop their vocabulary. They enjoy practising new words linked to their interests and confidently express their thoughts. Children develop good listening skills and enjoy a wide range of musical activities where they express themselves and learn new songs. They learn to use technology, searching for music and retrieving information about topics that interest them. Children feel safe and secure in the childminder's home. The childminder is extremely attentive to children's needs and they thoroughly enjoy their time with her.

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

- The childminder is keen to continuously develop her knowledge and skills. She has completed an extensive evaluation of her setting and created plans to extend children's learning and development opportunities. Systems are being implemented to get feedback from children, so they will have more opportunities to voice their opinions. The childminder has updated her knowledge about the new education inspection framework and plans meaningful experiences for children to develop across all seven areas of learning.
- Children confidently explore the childminder's homely environment. They enjoy a great deal of affection and reassurance from the childminder and benefit from her caring nature. Children giggle as they play with the childminder and show high levels of emotional well-being.
- The childminder has strong partnerships in place with parents. She considers the needs of families and helps them through changes in a sensitive and supportive way. Parents value the freshly cooked meals she prepares. They explain this encourages their children to try new things and enjoy a healthy diet. Parents enjoy regular communication with the childminder. She keeps them informed about their children's development and offers suggestions to extend their learning at home.
- Children show good levels of engagement in activities. The childminder regularly checks their level of understanding when she communicates with them. She identifies areas where children need to develop skills, such as mark making.

However, there are not always opportunities set out in the learning environment for children to develop these skills further.

- Children develop a good understanding of risk. For instance, they learn to climb on equipment safely and explore holly leaves, discussing why they are not safe to touch. Children observe wildlife, such as tadpoles, by the water, which supports them to understand life cycles and how to stay safe by the lake.
- The childminder creates a stimulating environment where children make choices in their play. Children play with water using the small muscles in their hands to squirt toys, and they pretend to feed toy ducks. However, the childminder does not consistently incorporate the language of mathematics throughout children's activities in order to support them to develop a knowledge of size, counting and volume as they play.
- The childminder has formed close links with the local school. Children enjoy regular visits to the school for events and accompany the childminder on the school run each day. The childminder supports children to develop a range of independence skills to support their move to school. Even the youngest children try to put on their shoes and coats. They eat independently from their packed lunch and learn to cut their snacks with a knife. Children sign in on a register each day and learn to master personal hygiene skills with close support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date and clearly describes how she would report concerns about a child's welfare. She identifies a range of indicators that could suggest a child is at risk. The childminder understands her duty to prevent children and families being drawn into extremist views. She is vigilant about visitors to her home, ensuring children are never left with people who are not suitable. The childminder makes sure attendance is recorded accurately. She recently enhanced her systems to record in more detail why children are absent, to make sure their well-being is monitored closely.

What does the setting need to do to improve?

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

- provide more opportunities for children to practise making marks and develop their early writing skills
- extend children's learning about early mathematics to enhance their understanding of counting, size and numbers.

Setting details

Unique reference number	EY546483
Local authority	Hampshire
Inspection number	10104922
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	5
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Fleet, Hampshire. She operates from 7.30am to 6pm, Monday to Friday, for most of the year.

Information about this inspection

Inspector

Charlotte Foster

Inspection activities

- The inspector and the childminder looked at the areas children use and discussed how they enable her to plan opportunities around the seven areas of learning.
- The inspector reviewed written communication from parents and a selection of policies, training certificates and accident records.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The inspector observed children's activities indoors and outdoors.
- The inspector discussed with the childminder how she determines what children know and how she decides what they need to learn next.

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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