

Childminder report

Inspection date: 11 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a secure and caring environment. Children are happy and safe. The childminder forms good relationships with parents, who say they are very happy with the care their children receive. The childminder has high expectations of all the children and helps them to make good progress, which complements what they are learning at school. She supports children who are transitioning to school. Children have a positive attitude towards learning. For example, they write their name on a whiteboard, and they exclaim, 'That's my name!'. The childminder gives lots of praise. Children show interest in a doctor's kit and through discussion the childminder promotes language development by introducing new words such as 'stethoscope'. The childminder encourages children to make healthy eating choices at snack time and helps them to learn self-care routines. For example, she reminds children to wash their hands after going to the toilet. Children's behaviour is good. The childminder notices when the children take turns and share, and comments on positive relationships. She provides a range of books relating to all areas of learning. The outdoor area supports physical development, with a large green area for children to run and play different games.

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

- Children behave well. The childminder sets a good example through her gentle manner towards the children and has high expectations. The childminder explains when behaviour is not appropriate. She teaches children about right and wrong. The children listen and respond well to the childminder.
- The childminder provides children with a range of activities that support their understanding of the world. For instance, children learn where eggs come from as they collect these from the childminder's chicken coop. The children take the eggs back to the childminder's house and make cakes to take home.
- The childminder works in partnership with parents. She gives parents verbal feedback about activities the children have done that day. Parents complete a registration form before the child starts at the setting. This provides the childminder with the information she needs to know about individual children and their needs. The childminder provides effective care practices, and supports children's emotional security and development of their character. For example, the childminder talks about what the children can do well and how exciting it is to be going to school.
- The childminder reflects on the environment and how to change it to suit the children who attend the setting. She is a member of the professional association for childcare and early years, which provides updates on legislation and short courses to develop training. The childminder has completed training in safeguarding and paediatric first aid, as well as other short courses.
- The childminder understands how children learn and gives thought to how to

organise her environment to enable children to access the seven areas of learning. Children demonstrate positive attitudes to their learning, such as by making choices based on their curiosity. However, the childminder has not fully considered how to organise her resources to enable older children to access them independently and lead their own play.

- Using her knowledge of the curriculum, the childminder supports children's emotional security and development of their unique character. For example, the children speak freely about how they feel and what they need.
- The children have good opportunities and experiences to enhance their learning. For example, they go on walks to the local parks and to town to have an understanding of the community they live in.
- The children have the opportunity to grow vegetables in the childminder's garden, giving them a good understanding of how vegetables grow.
- Once a week a food shop is delivered. The children help to put the shopping away which gives them a sense of self-confidence, working as part of a team to complete a task.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She establishes clear procedures for dealing with concerns. Her safeguarding policy further supports her good practice. The childminder is aware of the signs that may indicate a child is at risk of harm.

What does the setting need to do to improve?

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

- review the accessibility of equipment for all activities to allow children to make individual decisions and independent choices.

Setting details

Unique reference number	111913
Local authority	Hampshire
Inspection number	10063315
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 13
Total number of places	12
Number of children on roll	18
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 1991 and lives in Fareham, Hampshire. She operates her service from Monday to Thursday, all year round.

Information about this inspection

Inspector

Jo Hogan

Inspection activities

- The inspector spoke with the childminder at appropriate times.
- The inspector observed children's play and the childminder's interaction during activities.
- The inspector talked to children about their transition to school.
- The inspector and the childminder completed a learning walk around the setting to have an understanding of how it is organised.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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