

Childminder report

Inspection date: 17 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

Children have lots of fun and exciting play opportunities with the childminder inside and outside her home. They benefit from many chances to explore and learn about their local community. The childminder carefully plans purposeful activities that link to an outing. For example, children looked at books about soldiers and made swords before visiting a local castle. These planned, interesting, and often new, experiences help children learn about the world around them and effectively enhance their learning. Children enjoy spending lots of time in the childminder's garden. They relish getting lots of fresh air and exercise, which helps to promote their good health.

Children are very happy and settled in the childminder's care. They respond well to the childminder's clear and consistent expectations for behaviour. The childminder supports the children to value and respect their friends and toys. The childminder reflects on her practice effectively. She highlights specific areas to develop that will have the best impact on improving outcomes for children. For example, she recently attended training in supporting children's communication and language skills. She uses what she has learned well, and any gaps in children's language development are narrowing quickly.

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

- The childminder is sensitive to supporting children's emotional well-being. This is very evident with new children to her setting that have settled very quickly. Babies show they feel safe and happy as they respond to the childminder with beaming smiles.
- Older children use climbing apparatus that provides them with increasingly more challenging physical play. The childminder encourages them to take appropriate risks, for instance when they climb trees. This helps children to build confidence in their own abilities and a positive attitude to what they can achieve.
- The childminder plans a wide range of specific activities that help children learn and build on what they know and can do. For instance, children matched the coloured pegs to the corresponding cards as they learned the names for colours.
- The playroom and garden are very exciting and inviting for children to explore. Children confidently choose what they want to play with and how to use it. For example, young children moved toys from the floor to a low shelf and stood up at it. This helped to strengthen their large muscles in readiness for walking.
- Children are curious to explore the interesting resources around them and very keen to take part in activities. However, after a short while at playing doctors, some lost focus and interest and moved away. This was one of several occasions when the childminder did not engage them and maintain their concentration to the highest level.

- Children are learning the skills they need for the next stages in their learning, such as taking turns and playing alongside others. They are increasingly listening to instructions, and they happily cooperate when asked to help tidy up. Children are learning good levels of independence. For example, they put their shoes on to go outdoors and wipe their nose.
- Children show they are developing good communication and language skills as they confidently talk to each other and to adults. On occasions, the childminder misses opportunities to introduce relevant new words to extend children's vocabulary even further.
- The childminder develops strong relationships with parents. She provides them with regular feedback about their children's progress and information on how they may promote this at home.
- The childminder regularly reflects on her practice and involves parents in the process. She completes training to develop her skills, which has a positive impact on children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to help her keep up to date with current safeguarding requirements and statutory duties. This includes the 'Prevent' duty. The childminder knows the signs that may indicate a child is at risk of neglect or abuse. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder provides parents with information regarding her responsibilities to safeguard children and the requirement for her to report concerns.

What does the setting need to do to improve?

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

- make full use of opportunities as they arise to fully extend children's vocabulary to enhance their communication and language skills
- develop ways to help children to focus and concentrate for longer periods to further increase their learning.

Setting details

Unique reference number	EY410287
Local authority	Hampshire
Inspection number	10063243
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 November 2015

Information about this early years setting

The childminder registered in 2010 and lives on Hayling Island in Hampshire. She operates from 7.30am until 6pm Monday to Friday, for most of the year. The childminder holds an appropriate level 3 qualification. She receives government funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The inspector and childminder completed a learning walk through areas of the home and garden being used for childminding to see how the early years provision and the curriculum is organised.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and personal development.
- The inspector jointly evaluated the success of activities with the childminder.
- The inspector sampled a range of documentation, including records relating to children, safeguarding procedures, self-evaluation and the written views of parents.

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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