

Childminder report

Inspection date:

26 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and form close bonds with the childminder who is attentive to their individual needs. They thoroughly enjoy including the childminder in their play and demonstrate that they feel safe and secure. Children are learning how to be independent, and this is demonstrated when they self-select toys of their choice. They show their delight as they discover a box of musical toys. Young children bang drums, shake maracas and listen intently to the variety of musical sounds they make.

Since the previous inspection the childminder has increased children's opportunities for being creative with a variety of media and materials when playing outdoors. For instance, children have recently collected leaves from around the garden to make a decorative display. They build little houses around the garden and hide fairy figures for one another to find.

The childminder has high expectations of all the children who attend her setting to gain the skills they need for future learning. Children's communication and language skills are developing very well. Young children easily express what their needs are or if they need help with anything. They behave very well and spontaneously use good manners at appropriate times.

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

- The childminder recognises the importance of all children hearing a wealth of words and sounds in order to enrich and improve their language skills. Children thoroughly enjoy snuggling up with the childminder while listening to stories they know and love. The childminder reads stories and sings songs with great enthusiasm, altering the tone and pitch of her voice. Children react with smiles and eagerly help to turn the pages of the book. The childminder skilfully introduces new words during children's play, appropriate to children's level of understanding.
- The childminder completes all required statutory training and regularly reads childcare publications which help her to maintain good standards. She recognises that she does not focus enough on improving her knowledge and skills sufficiently to achieve excellent outcomes for children.
- The childminder knows the children in her care well. She has a good understanding of children's starting points. The childminder gains this knowledge through discussions with parents, and her initial observations. She uses this information well to plan interesting activities to help children to consolidate and build on their knowledge. However, at times, the childminder, in her enthusiasm, moves children on too quickly during their play. This does not consistently allow them sufficient time to finish activities to embed the learning that is taking place.

- The childminder promotes good hygiene practices so that children learn how to keep themselves healthy. She helps children to learn where food comes from. For instance, children help to sow, tend and pick fruit and vegetables which are grown in the garden. The childminder works closely with parents to encourage children to try new tastes. Children have plentiful opportunities for fresh air and exercise, which contributes to their physical fitness and well-being.
- Good links with outside community groups support children's understanding and respect of differences, similarities and diversity. This also helps children to gain good social skills as well as having the opportunity of playing with other resources and activities.
- The childminder understands the importance to create effective links with other settings children attend, to provide continuity in their learning and development. She also prepares children well for the transition to school. The childminder places great importance to ensure that school staff know the child's current level of development and progress when moving on from her care.
- Good partnership working with parents is clearly evident. Written feedback from parents is extremely complimentary and they particularly appreciate how well the childminder informs them about their child's day. For example, they comment, 'We have fantastic communication. I absolutely love the communication book, looking at the pictures and reading the quotes which the childminder captures each day, gives me the comfort of knowing that my child is in such good care.'

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of how to protect and keep children safe. She knows the signs and symptoms that could indicate that a child may be at risk of harm and how to make a referral should she need to. She completes regular safeguarding training to help her to keep her knowledge of wider aspects of protecting children up to date. The childminder carefully monitors visitors to her home and regularly checks her premises in order to promote children's safety.

What does the setting need to do to improve?

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

- allow children more time to follow their choice of play to further develop their preferred style of learning
- focus professional development on raising the overall quality of teaching and increasing the potential to achieve excellent outcomes for children.

Setting details

Unique reference number	110995
Local authority	Hampshire
Inspection number	10108413
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	6
Number of children on roll	15
Date of previous inspection	30 March 2015

Information about this early years setting

The childminder registered in 1997 and lives in Fleet, Hampshire. She works from 7.30am to 6.30pm on Monday to Friday for most of the year. The childminder holds a foundation degree in education at level 5. She receives funding for the provision of free early education for children aged two, three and four.

Information about this inspection

Inspector

Hazel Farrant

Inspection activities

- The inspector and childminder completed a learning walk across all areas that children used, to understand how the early years provision and the curriculum are organised.
- The childminder and the inspector carried out a joint observation.
- The inspector spoke to the childminder about her knowledge of child protection and the procedures she would follow to keep children safe.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

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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