

# Childminder report

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Inspection date: 30 September 2019

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides children with a varied and exciting range of activities. Children thoroughly enjoy playing outdoors. For example, children use funnels and containers attached to a garden fence and explore how water moves through them. The childminder shows and explains to children how to do things successfully. Children remember what she tells them, keep on trying and learn to use the resources successfully. The childminder takes children on regular outings to the beach, where they join in planned activities with other children and childminders. She makes good use of these outings to promote all aspects of children's learning and development. Children paint, make pictures using seaweed, write numbers in the sand and learn about the creatures that live in sea shells.

The childminder has high expectations for every child. She adapts activities to meet children's individual needs, including those with special educational needs and/or disabilities. She works closely with parents and other agencies to promote children's self-confidence and rapidly reduce gaps in their speech and language development. Parents say that the childminder's main strength is her great enthusiasm for her job. Children are happy, settled and feel safe. The childminder provides children with a positive role model. Children are very well behaved and are motivated to explore and learn.

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

- The childminder focuses strongly on helping all children feel emotionally secure. She has a very good knowledge and understanding of children's individual needs and progress. The childminder joins in children's play with great enthusiasm. She frequently sings to the children during routine events and activities. Children make good progress from their starting points, particularly in their communication and language development. However, occasionally, the childminder does not support all children's interest in books or provide opportunities that challenge younger children's good physical development further.
- The childminder has improved how she supports children's mathematical development. For example, she encourages children to count the number of planes they see flying overhead, while eating their lunch in the garden. The childminder sings songs that help children to learn about numbers and colours. Children often laugh with enjoyment, for instance while joining in action rhymes.
- Children explore independently and make choices about what to play with. The childminder develops their curiosity, such as in using early technology. For example, the childminder explains how to press buttons on an electronic display. Children press the buttons, listen attentively to recordings of the childminder's voice and follow the instructions about where to find the toys they want to play

with.

- Self-evaluation is good. Overall, the childminder continually improves her good teaching practice. For instance, she uses knowledge gained from training to adapt the way she presents activities. Children now do many activities on the playroom floor and gain the strength and coordination they need to develop their writing skills. They attach pegs to colanders, twist pipe cleaners onto whisks and play with modelling dough while listening to music.
- The childminder develops close relationships with children. She talks with children throughout the day and shows them affection. For instance, she cuddles babies so they relax before they sleep. The childminder supports children to develop friendships and social skills. Overall, she follows their interests and gives them plenty of time to explore and make discoveries. Children thoroughly enjoy hiding under a large piece of paper they have previously used for drawing activities. Children happily share the resources and include others in their play.
- The childminder prepares children for future success in their learning. She uses the curriculum to develop children's social skills and independence. Older children are starting to talk with other children they meet during outings to the park. The childminder introduces activities and experiences that help children to understand the world. For instance, she takes her pet tortoise into the garden, which children look at and laugh, while gently touching its shell. The childminder asks questions that encourage children to respond and say what they know. She helps children to learn about the tortoise's neck and feet and how these relate to their own bodies.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding procedures. She knows what to do if she is concerned about a child's safety. She completes local authority safeguarding training every two years. In addition, since the last inspection, the childminder has also completed additional training, including online training covering wider safeguarding matters. This has increased her confidence of how to respond to any concerns about a child's welfare. The childminder is vigilant about maintaining children's safety. She teaches children about road safety and completes risk assessments, for example, during outings to a beach hut, which children use for activities during the summer holidays.

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

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

- support all children's involvement during story times
- consider ways to challenge younger children's good physical development.

## Setting details

<b>Unique reference number</b>	EY432139
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10074874
<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>	0 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	27 June 2016

## Information about this early years setting

The childminder registered in 2011. She lives in Sandown, Isle of Wight. The childminder provides care Monday to Friday, throughout the year. The setting receives funding to provide free early education to children aged three years.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- During the inspection, the inspector talked with the childminder, children and parents.
- The inspector completed a joint observation with the childminder.
- The inspector talked with the childminder about the organisation and planning of children's activities.
- The inspector looked at a sample of documentation and discussed self-evaluation.
- The inspector observed children taking part in activities, indoors and outdoors.

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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