

# Childminder report

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Inspection date: 1 October 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

Children build strong relationships with the childminder and are happy and safe in her care. The childminder places a strong focus on building children's social skills. She has recently used new skills she has gained from training to enhance how she helps children to reflect on their own feelings. The childminder supports children in learning about positive behaviour. As a result, children develop skills in readiness for their future learning, including school.

The childminder plans a varied and challenging curriculum for children. She takes account of children's individual interests and abilities to provide activities which motivate their play and contribute to their good attitudes to learning. The childminder monitors children's progress accurately. However, children's next steps in learning are not always precise, or embedded as well in teaching, to help her fully support them to achieve the best possible progress.

The childminder promotes children's literacy skills well. She helps children to hear and learn rhyming words. Children enjoy reciting favourite parts of stories. They learn a range of new words and think through and share ideas, such as when they consider what animals might live in trees. The childminder sensitively teaches children how to pronounce words correctly. Children gain good listening and attention skills and enjoy sharing favourite songs and rhymes with her and with each other.

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

- Children benefit from strong bonds with the childminder to support their care. The childminder helps children to learn about positive behaviour routines. She helps children to learn to understand and value the importance of sharing with their friends. Children behave well and develop good social skills.
- The childminder teaches mathematics well. She captures opportunities to help children learn to recognise written numbers, to count confidently and to develop some early addition skills. The childminder gives children time to think through and share their answers, to build their good problem-solving skills. This helps children to gain skills in readiness for future learning, including school.
- Partnership with parents is good. The childminder shares ideas of how parents can help to support children's learning at home well. Recently, she has helped children to choose favourite books to share with their parents at home. This helps to contribute to children's growing interest in literacy and promotes learning at home effectively.
- Children benefit from opportunities to gain fresh air and exercise to develop their physical skills. They enjoy regular opportunities to play in the park and enjoy playing in the garden. Children gain good control of their bodies and develop

good coordination skills. For instance, they enjoy playing football and learn how to control and kick the ball with accuracy.

- The childminder uses her observations of children's learning to assess and build on their learning. Children continue to develop good knowledge and skills from their starting points. However, sometimes she does not plan as precisely as possible for children's learning, to help target teaching as fully as possible.
- The childminder has established relationships, with other settings children attend, to share her observations of children's learning. However, she has not yet extended this to share children's planned next steps, to help support a joined-up approach to children's learning.
- Children benefit from a variety of opportunities to develop their independence. The childminder teaches children how to blow their noses, helps them put on shoes and fasten their shoes, and shows them how to unwrap sandwiches to eat at lunchtime. Children enjoy being able to manage some daily routines for themselves. This helps to build on children's independence and supports them in taking care of their own personal needs with growing confidence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes positive approaches to keeping children safe. She maintains a safe and secure environment for the children to play and learn. She has a good understanding of her roles and responsibilities to maintain children's physical welfare. She completes regular training to keep her knowledge of local child protection procedures up to date. She knows how to identify signs that a child might be at risk of harm and what action she would take to report these concerns.

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

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

- sharpen planning to identify more specific and targeted next steps in children's learning and make the most of opportunities to help them achieve these
- strengthen the ways of working with other early years providers so that the joint working partnerships raise children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY289309
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10073419
<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>	2 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	1 March 2016

## Information about this early years setting

The childminder registered in 2004 and lives in Swanwick, on the outskirts of Southampton, Hampshire. She provides care for children Tuesday and Wednesday from 7.30am to 6pm, for most of the year. The childminder holds a relevant early years qualification at level 3. The childminder is able to receive funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- The childminder and inspector observed children in activities and talked about the childminder's curriculum, children's learning and the impact this had on their knowledge and skills.
- The inspector observed children in a range of activities, both indoors and outside.
- Parents provided their written views of the childminder's service which the inspector took into account.
- The childminder spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documentation. This included evidence of the suitability of persons living in the household.

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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