

Childminder report

Inspection date: 1 October 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 are very happy and show they feel safe in the childminder's care. They behave well and learn to consider others as they play and learn. For example, older children share the toys well with younger children. The childminder develops strong bonds with children that promote their emotional well-being effectively. For example, during milk feeds the childminder cuddles babies closely, promoting eye contact and reassurance. Babies respond to her with beaming smiles during play and make sounds in response to her talking and singing to them.

The childminder focuses strongly on helping children to develop the skills they need for the next stages in their learning and for the eventual move to school. Three-year-old children develop high levels of independence and a good attitude to learning. The childminder plans a wide range of stimulating activities that build on what children know and can do. For example, children with a keen interest in dinosaurs enjoy creating a 'dinosaur jungle' to use with the model dinosaurs. Overall, the childminder interacts well to support children's communication and language skills. Children confidently say the names of the dinosaurs they are familiar with. The childminder helps them to correctly pronounce words that are new to them.

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

- The childminder reflects on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children. For example, she has recently improved how she presents resources to children. They can now select what they want to play with more easily, which helps them to lead their own learning. The childminder meets with other childminders to share good practice and to develop her knowledge and skills.
- Children are curious to explore the interesting resources around them and very keen to take part in activities. The childminder successfully supports children to develop good levels of mathematical skills. For example, children compare and describe the differences as they sort and group the model dinosaurs into type and size. The childminder helps them to count the models, carefully pointing to each one, which the children copy.
- The childminder shows she has high expectations for children and is enthusiastic in supporting their language development. She uses new words and gives good explanations for what they mean to help extend children's learning, such as the difference between animals that are a herbivore and a carnivore. However, sometimes she makes suggestions for what children could do before giving them time to think and to develop their own ideas.
- The childminder ensures all children get lots of opportunities to develop their physical skills. At the park, older children build confidence as they tackle the

challenge of the climbing frames. Babies are dressed in wet-weather clothes so they can crawl and explore on the grass even when it has rained. This helps to provide them with new experiences, while keeping them warm and healthy.

- The childminder develops strong partnerships with parents, who comment positively about the childminder. They value the regular updates she provides about their children's progress and how to support their development at home.
- Children enjoy experiences that enhance their learning, such as visits to toddler groups. These help them learn about people in their immediate community. However, children have fewer opportunities to learn about the wider world and the people in it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She attends regular training to help her keep up to date with the requirements for safeguarding procedures. 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.

What does the setting need to do to improve?

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

- allow children enough time to think and to develop their own ideas during play and discussions
- explore ways to help children to develop a broader understanding of diversity and the similarities and differences of different people in the world.

Setting details

Unique reference number	EY403976
Local authority	Hampshire
Inspection number	10063241
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 October 2015

Information about this early years setting

The childminder registered in 2009 and lives in Hordle, Hampshire. She operates from 7.30am to 6pm, Monday to Thursday, for most of the year. The childminder holds a relevant early years qualification at level 3. She receives funding for the provision of free education for children aged two, three and four years.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The inspector completed a tour of the areas of the premises used for childminding with the childminder and discussed the curriculum intent of her provision.
- The inspector spoke to children to gather their views on attending the provision. She took into account the written views from parents.
- The inspector and the childminder observed and discussed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector viewed documents relating to children's development and the training the childminder has attended.

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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