

Childminder report

Inspection date: 8 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

The childminder offers good care and education to children in her warm and welcoming home. The approach helps children settle well. They arrive and take pleasure in finding their picture to self-register their attendance. This helps provide children with a positive sense of belonging and prepares them well for the next stage of their learning.

The childminder's high expectations of children support their emotional well-being and promote children to have a positive sense of themselves. For example, they talk proudly about their woodland pictures that are on display. Children are eager to learn and develop their skills. For example, they show delight in mark making with different crayons and learning about healthy snacks.

Children behave well in the childminder's home and show respect for the rules and boundaries. Older children show kindness to younger children as they share resources. The childminder provides opportunities for children to develop their practical life skills when they are out in the community. She takes them out regularly to local parks. During these outings she helps children to develop an understanding of how to keep themselves safe, such as by teaching them the rules of crossing roads. This enables them to manage their own risks well.

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

- The childminder's engaging teaching promotes young children's communication and language skills well. They develop their vocabulary through stimulating activities. For example, during story times the childminder introduces new words such as 'enormous' and during music sessions they learn the word 'xylophone'. Children repeat these words as the childminder explains what they mean. The childminder is confident with her teaching abilities and has a good understanding of how children learn. She uses the observations she gathers on children's learning and development to inform her future teaching.
- The childminder supports children with special educational needs and/or disabilities well. She works in partnership with outside agencies effectively to ensure their individual needs are met. She continues this partnership working to ensure a smooth transition for children into school.
- Children show they are comfortable in their environment and they have access to an enclosed garden space. Although the childminder has resources to encourage learning, these are not necessarily challenging for children.
- The childminder has high expectations of children's behaviour. She is a positive role model and she encourages and praises children's good behaviour. Children use good manners, such as saying 'please' and 'thank you' during snack time.
- The childminder's proactive approach to supporting positive behaviour

encourages children to understand their emotions. She uses the children's interests to help develop their emotions. For example, together they dress cuddly bears and talk about how the bears are feeling. The childminder uses emotion cards to help children label the feelings.

- The childminder provides good levels of care and education for children. She has a professional approach to her business and sets clear policies and procedures which highlight her practice to parents. Recently the childminder has attended a professional development course on music. This encouraged her to offer more opportunities for children to sing rhymes and use instruments. Children have developed a love for this and show such delight in making their own music.
- At times, the childminder does not promote the mobility of the youngest children well. This prevents children from developing their core strength and confidently moving around the environment.
- Parents express their happiness with the service they receive from the childminder. They comment that their children are excited when going to her home and enjoy talking about their experiences. They have noticed progress specifically with their children's confidence and communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and ensuring children's welfare is paramount. She has a good knowledge of signs and symptoms of abuse and how to refer any concerns to the appropriate agencies. The childminder has recently attended training that has helped her become more vigilant on wider safeguarding issues. She has in place her own safeguarding policies which are shared with parents. She keeps logs of all accidents and incidents so she can monitor the overall well-being of children. There are policies in place to ensure children go home with the correct adults.

What does the setting need to do to improve?

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

- promote further the mobility of the youngest children to enable them to access the environment independently
- provide further activities in the outdoor environment to challenge children's learning.

Setting details

Unique reference number	EY443557
Local authority	Hampshire
Inspection number	10075111
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	5
Number of children on roll	10
Date of previous inspection	15 January 2016

Information about this early years setting

The childminder lives in Netley Abbey and registered in 2012. She accepts funding for the free provision of education for children aged two, three and four years. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and childminder carried out a learning walk across all areas of the home to understand how the early years provision and the curriculum are organised.
- The inspector observed the childminder's engagement with the children to gain an understanding of the quality of education.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included children's confidential files, policies and risk assessments.
- The childminder and the inspector held a leadership meeting.

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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