

Childminder report

Inspection date: 14 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Babies enjoy experimenting as they push buttons and anticipate what will happen next. They move and laugh as toy animals pop out of small boxes. They are curious and interested in the world around them. The childminder helps children to develop an interest in their own bodies from a very young age. Babies merrily point out body parts in books. They are responsive and they interact as they touch their own noses and eyes. The childminder encourages older children to use their observation skills when she plays matching games with them.

The childminder is a positive role model who has a good understanding of child development. This is evident when she provides opportunities for babies to build up their physical strength. She encourages them to push themselves up from the floor to strengthen the muscles in their arms. She shows babies how to use their feet to push against items she holds up. Babies giggle as they kick their legs vigorously. The childminder reminds older children to be gentle with babies. She comes down to a low level when she is speaking to children so that they can hear exactly what she is saying to them. Children respond well to her gentle tone.

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

- The childminder helps babies to feel safe and secure in her home. She offers them emotional support when they need it, such as when she gives them lots of hugs. Babies independently hold bottles to drink milk. They learn to soothe themselves and fall asleep quickly at nap time.
- Children learn the skills to keep themselves safe both at home and outdoors. The childminder teaches them to notice dangers when they are walking to the park and to local shops. She reminds them to stay close to the buggy on the way to school and to look for obstacles as they cross the road.
- The childminder is sensitive to children's needs when she is changing nappies. She provides them with plenty of privacy as well as using the time to talk gently to them. Children are relaxed and happy as they play with small toys.
- The childminder strives for continuous improvement. She alters her practice in response to training. For instance, she recently developed her understanding of how to provide children with healthy foods. She offers children an array of good-quality food throughout the day. Babies are eager to try new tastes as they pick up the food on their tray and guide it carefully into their mouths.
- The childminder recognises that strong partnerships with parents are important. She is working on developing stronger links with parents so that they are able to share all information about children's development with her.
- In addition to activities in her home, the childminder plans a broad programme of outdoor activities, such as visits to parks. The childminder takes children out to groups. They socialise with friends of different ages, experiment with toys and

take an active part in musical activities.

- The childminder models all activities well, such as when she shows babies how to hold paintbrushes. She quickly adapts creative play to suit children's unique needs. The childminder encourages children to experiment and to use their fingers to move gooey paint across soft boxes. Babies thoroughly enjoy exploring the texture of the paint as they dip their fingers into pots and stare at the bright paint. Babies are transfixed by the colours as they bring their fingers up towards their faces.
- Links between the childminder and staff at the local school are not fully developed. They are not able to share all information about children's learning and care.
- The childminder provides children with high levels of supervision. She assesses when children need time and space to play independently. Nevertheless, the childminder is always close at hand to step in and offer extra help when she feels that children need it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder enhances her knowledge of safeguarding on a regular basis. She remains alert to any issues, such as any worrying changes in children's demeanour. She knows how to seek additional support from the local safeguarding team if she has concerns about a child's welfare. The childminder is vigilant about reducing risks in her home. She demonstrates this when she closely supervises children's interactions with the family dog. She also frequently checks the floor area so that it is clear of obstacles. Children who are starting to move around have plenty of space to stretch out safely.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to share information and to help children make the swiftest progress in their development
- develop further links with staff at local schools children attend in order to communicate details about children's care and to help them settle quickly.

Setting details

Unique reference number	EY547974
Local authority	Hampshire
Inspection number	10123480
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives on Hayling Island, Hampshire. She operates all year round from 7.30am to 6pm, on Monday, Tuesday, Thursday and Friday. The childminder is registered to work with a co-childminder and an assistant. However, she mostly works alone.

Information about this inspection

Inspector

Julie Bruce

Inspection activities

- The childminder spoke to the inspector about the activities she carries out in different areas of her home.
- The inspector watched the childminder working with children.
- After viewing an adult-led activity, the inspector and the childminder evaluated it.
- The inspector spoke to the childminder at appropriate times about safeguarding policies and procedures.

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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