

Childminder report

Inspection date: 17 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 clearly settled and happy in the childminder's care. She provides a well-organised learning environment to meet their needs. Children form good relationships with the childminder and she supports their emotional well-being effectively. Children purposefully choose what to play with and confidently share their discoveries and resources with visitors to the setting. They show positive attitudes to learning. Children keep on trying, for example, as they play with bubbles outdoors. Children enjoy many activities and experiences that help them learn in all areas. They make marks in dough, build pumpkin towers and visit local parks.

Children are supported effectively in their learning by the calm and experienced childminder. She knows when children need help or when to step back and let them lead their own learning. However, at times, the childminder does not fully support children to develop their own independence skills.

Children learn to care for others and their learning environment. They are curious but respectful of the childminder's cat, for example, and tidy away resources when they have finished playing with them. Children follow simple instructions and understand rules to support their safety in the setting.

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

- The childminder knows the children in her care well. She understands how they like to learn and she plans activities to build on what they already know and can do. Children who are developing their physical skills enjoy running and jumping in puddles alongside the enthusiastic and engaging childminder. However, she does not effectively make the most of all learning opportunities that arise as children play.
- The childminder teaches children many skills to support their all-round development and to help prepare them for when they move on to school. She encourages them to put on their own shoes and boots, although occasionally she completes these simple tasks for children. This does not consistently encourage children to learn to be independent.
- Parents report they are very happy with the care and support the childminder provides. They say their children enjoy attending her setting. The childminder gives regular feedback to parents and keeps them updated on their children's learning. This helps them feel involved in their children's time at the childminder's setting and supports them to continue learning at home.
- The childminder helps children understand the importance of good physical health. She teaches children to wash their hands, for instance, before eating food and ensures they have daily opportunities to be active in the fresh air.

- Children enjoy sharing favourite stories with the childminder. Her exciting storytelling engages children and they listen attentively. Children enthusiastically join in with familiar words. This helps their spoken language development.
- Children learn about simple mathematical concepts as they play. The childminder talks about big and small objects, for instance. She counts with children as they build towers with blocks. The childminder has recently attended training to help her support and build on children's early mathematical development. She reflects this has made her more aware of how to include mathematics as part of everyday routines.
- Children frequently visit the local community. The childminder takes children to meet up with other children, visit the library and attend singing groups. This helps children to develop good social skills and learn about diversity in the wider world.
- The childminder establishes links with other settings children attend. This ensures good levels of continuity for children's care and learning.
- The childminder reflects effectively on her practice and plans the changes she would like to make. For example, she hopes to develop children's understanding of recycling and the environmental impact of the resources they use.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and wider safeguarding issues, including promoting internet safety to children and their parents. She knows the procedures to follow if she has any concerns about children's welfare. The childminder ensures her setting is clean to play in and any hazards are minimised. The childminder attends training courses and keeps her knowledge of safeguarding current.

What does the setting need to do to improve?

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

- consistently encourage children to try and complete simple tasks by themselves and support their growing independence
- make the most of learning opportunities that arise as children play to support and extend their learning.

Setting details

Unique reference number	EY268366
Local authority	Hampshire
Inspection number	10073253
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in Fareham, Hampshire. She offers care from Monday to Thursday, all year round, from 7am to 5.30pm. The childminder is qualified to level 3. She receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The childminder showed the inspector the areas of her house and garden used for the care of children. She explained how she set up the learning environment for children.
- The inspector and the childminder held discussions about children's play and learning.
- The inspector took note of written views contributed by parents.
- The inspector sampled documentation, including suitability checks and children's records.
- The inspector watched the childminder and children as they played. She listened to their interactions and spoke to them at appropriate times during the inspection.

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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