

Childminder report

Inspection date: 24 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a homely and welcoming environment, where children feel safe and secure. Children have positive relationships with the childminder and have formed secure attachments with her. Children blow kisses to the childminder and cuddle up to her during play. These caring moments demonstrate children's emotional security.

Children show good levels of engagement in activities. The childminder is developing her curriculum to support the individual needs of the children. She carefully plans activities and outings that will support their next steps in learning. She uses skillful questioning when reading and exploring stories together with children. This enhances opportunities for children to develop their language and vocabulary skills.

The childminder has a calming and relaxing manner, which she uses to support children's behaviour. Children respond well to the childminder and are able to overcome conflicts with her guidance. Children behave well and are familiar with the routines and behavioural expectations. For instance, they happily help to tidy up, as the childminder engages them by turning the task into an inviting game.

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 and confidently talks about how she plans to encourage their development. For example, she has started to take children to a weekly toddler group to further enhance their social skills and play.
- Children have access to a variety of resources, which they confidently explore. The childminder provides children with opportunities to explore resources that they may not normally have in their home environments. She gathers information about children's home lives and interests when they start. This enables her to ensure that children are introduced to new ideas and resources.
- Teaching is good and the childminder has a sound knowledge about the different stages of children's development. She consistently praises the children, who react with delight to her positive encouragement. However, the childminder does not consistently encourage children's mathematical abilities during activities and routines. For example, when reading interactive stories, she misses opportunities for counting.
- The childminder provides children with various experiences that support their knowledge about the world around them. For example, she takes them on regular outings to the local library, museum and woodland parks. She uses these opportunities to teach children about risk and keeping safe while on outings, including road safety.

- The childminder role models good language and communication. She encourages children's independence during routines and activities, yet she does not always provide explanations as to why they are doing things in order to enhance their knowledge. For example, during handwashing routines, she does not explain why we wash our hands.
- Self-evaluation is of high importance to the childminder. She is evolving her teaching and care by reviewing regularly what is working well and where she can improve. She is effective in identifying areas for development. For example, she recognises that she can enhance opportunities to support children's understanding of culture and differences further.
- The childminder builds positive relationships with parents and shares information with them daily. Parents and families are pleased with how their children are settling, and report that the children are very happy in her care.
- The childminder keeps up to date with changes through the local council and early education associations. She also ensures she accesses regular training to strengthen her practice. For example, she recently undertook training about inclusion, which has positively impacted on how she plans activities for the different ages of children at her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children. She can identify signs and symptoms which may indicate that a child is at risk of harm. She is aware of the procedures to follow if she has concerns about a child, and knows the relevant professionals to contact for guidance. The childminder keeps her safeguarding knowledge up to date and is also aware of wider safeguarding concerns. The premises are secure and the childminder completes ongoing risk assessments to ensure indoor and outdoor environments remain safe.

What does the setting need to do to improve?

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

- enhance opportunities for mathematics during play to further develop children's abilities
- provide clear explanations for children during activities and routines to support their understanding
- develop opportunities for children to understand more about different cultures and traditions.

Setting details

Unique reference number	EY548505
Local authority	Hampshire
Inspection number	10123471
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Alton, Hampshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jamie Smith

Inspection activities

- The inspector completed a learning walk with the childminder to understand how the early years provision and the curriculum are organised.
- The childminder and the inspector carried out a joint observation together.
- Discussions were held with the childminder, children and carers at appropriate times throughout the inspection.
- The inspector sampled some of the childminders policies, procedures and paperwork.
- The experiences of children were tracked by the inspector.
- A meeting was held between the inspector and the childminder.

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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