

# Childminder report

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Inspection date: 4 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 provides a rich and stimulating environment for children. She prides herself on developing children's independence and skills ready for the next stage of their learning, including school. For example, she supports children to develop their small-muscle skills as they use resources to mark make.

The childminder is passionate about providing children with a nurturing environment for them to grow and develop. Her home is cosy and well set up, and children are encouraged to freely choose what they would like to play with. This helps them to make their own choices. Younger children select puzzles, and older children choose to play imaginatively with resources such as a soft toy 'Gruffalo'.

The childminder has high expectations for all children. She observes children and uses the information gathered to help move their learning forward by following their interests.

Children demonstrate that they feel safe and secure in the childminder's home. They play well together and learn to resolve their own conflicts. They show eagerness in their learning and are motivated to take part in activities. For example, children happily play ball games in the garden.

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

- The childminder places a strong focus on developing children's communication and language skills through singing and rhymes. Recently, she attended a training course on music in the early years. This has had a positive impact on her practice. She has learned new songs, which she has taught the children. The childminder works closely with parents. She has given them song sheets so they can sing at home with their children.
- The childminder's flexible approach to planning works well for the children in her care. She has a good balance of adult-led learning and child-initiated play. This allows children to have opportunities to learn new skills and then time to practise those skills independently. For example, children take pleasure in creating artwork. They successfully peel off the backing of stickers after watching how to do it. Children have access to technology when they are with the childminder. However, this is not used well enough to enhance children's learning experiences.
- The childminder's high expectations of children's behaviour promotes an encouraging learning environment. The childminder uses clear language to support children's understanding. This helps them to know what is right and wrong. This is demonstrated as she supports the younger children to sit on chairs safely through discussions and role modelling.

- Children's independence is promoted well through gentle encouragement and praise. Older children are supported during hygiene practices to take responsibility for dressing themselves. This helps them to develop a positive sense of achievement and builds on skills for the next stage of their learning.
- Children show pleasure in engaging with the childminder. They are eager to include her in their play and thrive during adult-led activities, such as when reading their favourite story books together. Older children show enthusiasm to finish the sentences in familiar books.
- On occasions, the childminder does not communicate effectively with other settings. This does not offer continuity of care for children in shared care.
- The childminder has a transparent approach to her early years education. She has a good knowledge of the curriculum and how to teach children. The childminder acts with integrity and takes into consideration the needs of individual children and their families. This helps her to ensure she can meet the needs of every child well. The childminder has clear policies which she provides to parents so they understand her practice. Parents provide written feedback about the childminder. They share that they like that their children learn lots about the world around them. This is through exciting activities in the childminder's home and on trips.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is fully aware of her safeguarding responsibilities. She has a wealth of knowledge in regard to keeping children safe. She attends regular training to stay up to date with legislation and policies. The childminder has a robust knowledge of the signs and symptoms of abuse. She knows the actions she would need to take in different situations. The childminder keeps robust records and works closely with parents to help her monitor the overall well-being of children.

## **What does the setting need to do to improve?**

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

- strengthen systems to work in partnership with other settings to provide continuity in children's care
- promote further opportunities for children to use technology resources to further their learning.

## Setting details

<b>Unique reference number</b>	150824
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063338
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	12 May 2016

## Information about this early years setting

The childminder registered in 1991 and lives in Totton, Hampshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Hayley Doncom

### Inspection activities

- The inspector and childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector observed the childminder interacting with children to assess the quality of teaching.
- The inspector held discussions with children and the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation.

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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