

# Childminder report

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Inspection date: 11 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides an inclusive, warm, welcoming and homely environment where children feel safe and secure. Children form strong relationships with both the childminder and her assistants. Children demonstrate that they are emotionally secure as they interact with adults, such as when they sit on the childminder's lap and listen to stories.

The childminder and her assistants are extremely positive role models and have high expectations of children's behaviour. They implement effective behaviour management strategies, which support children to have a good understanding of right from wrong from an early age. Children are kind and polite. They thrive on the praise received from the childminder and play together, sharing toys and resources, while avoiding dispute and conflict.

Children are curious and motivated to learn. They show great enthusiasm as they ask questions about the characters in stories. For instance, they ask the childminder what the characters are doing and what they are wearing. The childminder uses these spontaneous interests to extend children's knowledge further, including explaining that the character in the book is wearing a shawl, which helps to keep them warm.

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

- Effective settling-in procedures are in place and the childminder knows the children very well. She confidently talks about their abilities, likes and dislikes. She regularly assesses children's learning including completing progress checks for children aged between two and three years. This helps her to identify any delays in children's learning. She uses this information to help her plan targeted strategies to support children to progress further.
- The childminder provides a good range of toys and resources to support children's learning and development. However, these are not easily accessible and organised in a way that allows children to make independent choices in their play.
- The childminder incorporates children's interests into activities. For instance, they have fun as they pretend to be nurses, doctors and vets during role play, and become engaged and focus for long periods.
- There is a strong focus on mathematical development. Children have numerous opportunities to explore numbers, shapes and sizes during everyday play. For example, they match two-dimensional corresponding shapes and order three-dimensional shapes into size.
- The childminder builds very good relationships with parents. She keeps in regular contact with them and shares photographs and observations of children's

activities throughout the time they spend with her.

- Children have great fun as they learn and delight in joining in with activities. The childminder and her assistants interact well with children. However, on occasion, they offer children solutions to problems before they can work things out for themselves. Subsequently, children do not consistently benefit from challenging experiences to fully extend their critical-thinking skills.
- Children benefit from a healthy and balanced diet and an abundance of fresh air and exercise. They play in the childminder's garden and have regular visits to parks and playgrounds.
- Children's communication and language skills are supported very well. The childminder and her assistants provide a constant narrative as they chat to children. They repeat words and introduce new vocabulary during everyday play. Children listen intently, respond positively and confidently talk about themselves and their past experiences.
- Children develop skills that prepare them well for the next stage in their learning. They are inquisitive and show pleasure, such as exploring electronic toys. They eagerly press the buttons to make the toys light up, makes sounds and move in different directions.
- The childminder undertakes training to enhance her skills and develop her teaching. However, she does not incisively monitor her assistants and provide professional development opportunities to help raise the quality of their interactions with children to an exceptional level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended relevant training and is aware of what to do if she has any concerns about a child's welfare. The childminder and her assistants have a secure knowledge of the procedures to follow in the event of a child protection concern. They understand their responsibilities to refer any such concerns to the appropriate professionals. The childminder ensures that her home is suitable and well prepared for the children. Daily risk assessments enable the childminder to identify and minimise any potential risks to children. This promotes children's safety and welfare. Robust recruitment ensures that all adults working with children are suitable.

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

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

- give children more opportunities to work things out for themselves and solve problems in their play
- develop the organisation of the environment to ensure that children are given even more opportunities to fully utilise the play resources on offer and make

independent choices in their play

- monitor assistants' interactions with children more incisively and provide professional development opportunities to help raise the quality teaching to an exceptional level.

## Setting details

<b>Unique reference number</b>	EY308242
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108605
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	21 August 2013

## Information about this early years setting

The childminder registered in 2005. She lives in Chineham, Basingstoke. She provides care Monday to Friday, between 7.30am and 6pm, for most of the year. The childminder's husband and two older daughters registered as her assistants and work part time. She has a National Vocational Qualification at level 3 in Childcare, Learning and Development.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- The inspector asked the childminder and her assistants questions throughout the inspection to establish their understanding of how to safeguard children.
- The inspector observed the interactions between the childminder and the children, and considered the impact on their learning.
- The inspector viewed documentation, including evidence of public liability insurance and paediatric first-aid training.
- The inspector tracked the progress of two children during the inspection.
- The childminder and the inspector completed a joint observation of an activity, and they discussed the quality of teaching.

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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