

# Childminder report

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Inspection date:

20 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a welcoming and homely environment where children are eager to play and explore. Children are confident to choose from the activities provided. They look at books, play imaginatively and explore games. The childminder's kind and caring nature has a positive impact on children's well-being. Children form secure attachments with the childminder. They seek her out to join in with their play. Children's independence is encouraged as they feed themselves, and learn to put on their coats and shoes. Good hygiene practices are supported as children wash their hands before lunch and wipe their faces when they are finished.

Children's behaviour is good. The childminder is positive and consistent in her approach and treats children with respect. She has high expectations for children and regularly provides meaningful praise and encouragement. This supports children to feel valued and builds their self-esteem. Children are encouraged to keep themselves safe as the childminder reminds them about why it is important to sit on chairs properly. The childminder regularly meets with other childminders so that children can continue to develop their social skills and play in larger groups.

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

- The childminder has a good understanding of how children learn and develop. She uses children's interests to create stimulating activities that support their learning. For example, she created a game using milk bottle tops with pictures of food to extend children's counting skills. However, on occasion, the childminder steps in too quickly to complete tasks for children rather than encouraging them to work out ways of doing things for themselves.
- Partnership with parents is strong. Parents' written comments about the quality of care their children receive are very complimentary. They comment on the wide range of learning experiences that are provided for the children. The childminder keeps parents up to date with their children's development. She supports them with suggestions to continue children's learning at home, for example introducing a game to spot different colours of cars when they are out and about.
- Children enjoy various outings to support their physical and emotional well-being. They have opportunities to build resilience, explore new places and build on what they already know. Children investigate nature as they walk to the local lake and park. They find out about the world around them as they attend local community groups, visit the library and the soft-play centre.
- The childminder reflects on her practice effectively and identifies changes to improve the quality of teaching. She is committed to her ongoing professional development, regularly attending training courses. For example, after attending

training on mental health awareness and behaviour management, she adapted her approach in supporting children to understand how their words and actions can affect others.

- The childminder supports children's language development. She introduces and models new vocabulary and helps children to pronounce words correctly. For example, when describing pictures of food, the childminder introduced the word 'juicy'. However, at times, children are asked too many questions. This does not give them time to think and respond.
- The childminder has a good understanding of where children are within their learning. She finds out children's starting points and uses this information to plan challenging activities that extend their learning. As a result, children are making good progress.
- Children listen attentively to stories. The childminder reads with enthusiasm, altering her tone and pitch. Children join in with stories as they press the buttons on the book and copy the animal sounds.
- The childminder encourages children to explore early mathematics, such as counting and colours. She finds ways to promote mathematical development through the children's interests. For example, she uses the hungry caterpillar story to encourage children to count the fruit in the book.
- The childminder understands the importance of promoting healthy lifestyles for children. She works alongside parents to ensure that children's packed lunches are balanced and contain a good range of healthy foods. The childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry or need a nappy change and responds to their individual needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children. She is aware of the signs and symptoms that may indicate a child is being abused. The childminder undertakes refresher training annually, to ensure her knowledge is up to date. She has a firm understanding of wider safeguarding issues. The childminder knows who to contact if she has concerns about children. She regularly completes risk assessments to keep children safe, including on outings.

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

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

- allow children more opportunity to extend their learning through play to further develop their problem-solving skills
- ensure that children are given adequate time to think and respond to questions and comments.

## Setting details

<b>Unique reference number</b>	150854
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10069363
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	5 November 2014

## Information about this early years setting

The childminder registered in 1998. She lives with her husband and two adult children in a house in Eastleigh. The childminder provides care Monday to Friday from 8.30am to 5.30pm. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant level 3 childcare qualification.

## Information about this inspection

### Inspector

Kerry Bentley

### Inspection activities

- The inspector took account of the views of parents through written feedback.
- Discussions were held with the childminder about how she organises the provision and the children in her care.
- The inspector looked at documents available, including risk assessments, policies and procedures.
- The childminder showed the inspector all areas of the premises that are used for childminding.
- The inspector observed the childminder playing with the children and assessed the impact this has on children's learning.

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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