

Childminder report

Inspection date: 6 December 2019

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| 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

The childminder is qualified and experienced. She organises her environment well, providing inviting toys and resources which motivate children's interest to play and learn. The childminder has a good understanding of children's needs and plans challenging activities to help them make good progress. She has high expectations for what children can achieve in their learning and development. The childminder knows how to vary her curriculum for older children, to help them gain skills for moving to school, when the time comes. Children develop good attitudes to learning. They are keen to try new play experiences which build on their knowledge and skills.

Children benefit from a safe and welcoming environment. They build strong, trusting relationships with the childminder, who is kind and caring. The childminder takes the time to get to know children's individual personalities and interests. Children respond well to her calm, encouraging and consistent approach and behave well. The childminder places strong focus on encouraging children to develop confidence in doing some age-appropriate tasks independently. For instance, children put out small tables and stools for craft activities and help tidy away toys in readiness for snack time.

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

- The childminder provides a good range of activities to build on children's mathematical skills. For instance, children recognise big and small bears and grade these in size order. Children count confidently and use simple subtraction and addition to work out how many bears they will have if they add one more or take some away. Children enjoy learning how to use mathematics purposefully and develop good problem-solving skills.
- Parents speak very favourably about the childminder's service. They comment on how the childminder keeps them informed of children's learning and key achievements and offers a home-from-home setting for children. The childminder uses these well-established relationships with children's parents to work together successfully. For example, she supports children as they are potty trained and offers advice for parents to promote consistency in how they work together to successfully help children.
- Children develop good relationships with the childminder and with each other. They gain good social skills and build strong, trusting friendships with their peers. Children are polite and courteous, and recognise the differing needs of their friends as they share toys and resources with each other. The childminder promotes a happy and harmonious environment, to support children's emotional well-being effectively.
- The childminder has a good understanding of what children know and can do.

However, her current assessment methods are overly burdensome and do not help her to precisely identify what children need to learn next. At times, this hinders how she can adapt activities to build on children's learning as fully as possible.

- The childminder has established good relationships with local schools. She has used these partnerships to find out what children need to know to be ready for moving on in their learning. This has helped her to review daily routines to successfully build on children's self-care skills. However, partnerships with other early years settings that children attend are not yet as well developed. For example, the childminder shares some information about their progress, but this is not precise enough to support a joined-up approach to children's learning and development.
- Children benefit from a range of opportunities to learn about the community they live in and the wider world. For instance, children enjoy visits to local farms, toddler groups and the local church. They benefit from opportunities to meet with other children, to support their good social skills. The childminder teaches children about a wide range of religious festivals, through the varied curriculum she provides. She uses these opportunities to help children learn about the diverse world they live in. This contributes to children learning to respect the differences and similarities between themselves and their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places children's safety and welfare as a high priority. She undertakes regular safeguarding training to maintain her knowledge of local safeguarding procedures. The childminder knows how to recognise any signs and indicators that a child might be at risk of harm, including from extreme views or behaviours. She knows how to report concerns to her local safeguarding board to keep children safe. The childminder ensures that her home remains a safe place for children to play in. She teaches children to be mindful of their own and each other's safety as they play.

What does the setting need to do to improve?

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

- explore more efficient ways to assess children's development and identify what they would most benefit from learning next
- work more closely with all other early years settings that children attend, to improve the continuity and support for children's learning experiences.

Setting details

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| Unique reference number | 161147 |
| Local authority | Hampshire |
| Inspection number | 10063343 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 to 10 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 7 July 2016 |

Information about this early years setting

The childminder registered in 2001 and lives in Bishopstoke, Hampshire. She offers care Monday to Friday, from 6.30am to 6.30pm, throughout the year. The childminder holds a recognised early years qualification at level 3. She receives early years funding for children aged two, three and four years.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The childminder and the inspector carried out a learning walk and the childminder explained how she organises her provision.
- Parents shared their views through written feedback and the inspector took account of these views.
- The inspector completed a joint observation with the childminder and evaluated the quality of teaching and the curriculum.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The childminder and children talked to the inspector at convenient 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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