

Childminder report

Inspection date: 11 December 2019

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

Children develop very good communication and language skills with the childminder. Young children quickly acquire a knowledge of words and phrases and learn to speak in short sentences. They develop a strong interest in books. Children enjoy reading and looking at books, and regularly visit the library. They learn to listen and concentrate effectively. This helps them to develop skills for their future learning.

Children settle well in the childminder's home-from-home environment and develop close bonds with her. The childminder has high expectations for children and what they can achieve. She interacts well with children and builds on their experiences and learning effectively. For example, children experienced a trip on a bus to a large town and also visited animals at a country park. These outings provide experiences different to the ones children have at home. At times, the childminder does not fully extend discussions and interactions with children to help challenge their skills and knowledge even further.

The childminder organises regular outdoor activities for children, which helps to support their knowledge of the natural world and their social and physical development. For instance, children enjoy group forest school sessions and go for walks on the nearby commons. They learn how to manage risks and to keep themselves safe while out.

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

- The childminder has a good understanding of what she intends children to learn from the wide range of activities and outings she plans. She monitors children's progress closely and shares ongoing information about their development with parents. For example, she explains about activities parents might wish to try at home, and children take home favourite books to read. This helps to promote children's learning at home.
- Children are motivated to learn and show enthusiasm for their play and the activities they take part in. They develop confidence in trying new activities, such as exploring resources hidden in 'snow'. During play, the childminder and children sing songs and new vocabulary is introduced, such as 'slimy', 'slippery' and 'squidgy'. The childminder encourages children to talk about what they find hidden in the 'snow'.
- The childminder knows children well as individuals. During conversations, she makes good links with children's home lives, such as pets they have at home. This encourages children to engage in discussions with the childminder and each other. However, sometimes, the childminder does not fully extend discussions and explanations to challenge children's knowledge and learning even further.

- Children develop positive relationships with each other. Older children are caring and considerate to younger children, for example, as they pass them their drinks from the table. Children develop a sense of responsibility, such as helping to tidy up. The childminder positively promotes children's behaviour. For example, she praises children and reminds them to use their 'kind hands' when interacting with each other. At times, the childminder does not provide simple explanations to children to help them understand the behaviour expectations more effectively.
- Children learn about how to keep themselves healthy. They follow regular hygiene routines, including washing their hands before eating their snack. Older children are confident to express their needs, such as to use the toilet. The childminder works closely with parents to support children consistently, such as when toilet training.
- The childminder continues to build on her skills to support her good practice, such as through online training and seminars. This helps to maintain her knowledge and understanding. For example, training relating to supporting younger children has helped her to adapt her teaching for different age groups. She seeks feedback from parents to help her to identify future improvements. Parents speak highly about the quality of care and activities the childminder provides.
- The childminder teaches children about their own and others' similarities and differences. Children listen to music from around the world, learn about different religions and celebrate festivals and religious dates, such as Diwali, Chinese New Year and Christmas. The childminder includes other languages children speak at home in her setting. For instance, she uses words in other languages children speak and provides some dual-language books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe and protect them from harm. She knows how to recognise indicators of abuse and neglect, including those that relate to wider safeguarding matters. The childminder knows what to do and the agencies to refer concerns to if she is worried about a child's welfare. She supervises children closely to help keep them safe. The childminder teaches them about safe behaviours, such as going up and down stairs carefully.

What does the setting need to do to improve?

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

- build on children's understanding of the behaviour expectations to help them learn more about how to manage their own feelings and responses
- extend discussions and interactions, such as explanations, to help children

challenge their skills and knowledge even further.

Setting details

Unique reference number	EY269254
Local authority	Hampshire
Inspection number	10063196
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	6
Number of children on roll	7
Date of previous inspection	3 September 2015

Information about this early years setting

The childminder registered in 1999 and lives in Pamber Heath, near Tadley, Hampshire. She operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- Children's learning and development were discussed with the childminder during the inspection. The childminder explained how she identifies and plans for the activities, outings and learning experiences she provides for children.
- The inspector spoke to the childminder and interacted with the children at appropriate times during the inspection.
- An activity was observed during the inspection and was jointly evaluated by the inspector and the childminder.
- The inspector observed children's play, activities and routines during the inspection.
- A sample of documents were viewed during the inspection, including parents' written views and feedback about the childminder's service.

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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