

# Childminder report

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

### The provision is good

Children are motivated to play and learn. They develop positive attitudes to learning. The childminder and her assistant support young children effectively to stay focused and complete activities that challenge them, such as inset puzzles for one-year-olds. The childminder promotes mathematics throughout the curriculum. Older children learn to count and talk about numbers, such as when they recall their age using their fingers. A number line displayed on the wall encourages children to recognise numerals. Children are extremely happy and settled. They show good behaviour and learn the boundaries quickly because of the clear guidance from the childminder. For example, they know they must not touch the real Christmas tree but happily use the 'child friendly' fabric tree. Children excitedly talk about the varied ornaments as they put them on in different positions, such as a star at the top of the tree. Older children listen carefully to instructions and their personal independence is supported well. They use good manners consistently and show kindness and consideration towards others. For instance, when they are getting ready to go to pre-school, they talk and help each other.

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

- Children benefit from a calm and homely environment. There is focus on children developing their ideas, speaking skills and joining in with purposeful conversations. The childminder asks children effective questions to encourage them to remember and talk about past events. For example, she asks, 'Where is the elf hiding today and where was he yesterday?' Children become confident communicators.
- Children develop a love of songs and enjoy looking at books and listening to stories. The childminder makes good use of resources to increase children's interest and involvement. For example, she has prepared a song and book bag that motivates children to make decisions about what song to sing or which book to look at. Children join in fun songs, such as 'Spider on your toe'.
- The childminder and her assistant are welcoming and friendly. Overall, they have a good understanding of children's individual learning needs and interests. Children enjoy purposeful and motivating activities and experiences to help them achieve. However, the childminder does not consistently adapt the learning activities and environment for the specific age groups, such as the younger ones when older children go to pre-school.
- The childminder carries out regular observations and assessments and seeks information from parents about what children can do at home. She encourages parents to carry on the learning at home. Parents are full of praise for the childminder and her assistant. They report of the nurturing environment that has a positive influence in helping their children make good developmental progress.
- The childminder takes her work very seriously and is proactive to extend her

knowledge and skills. Since her last inspection, she has addressed the gaps in her safeguarding knowledge and conducts regular supervision and coaching sessions with her assistant. However, her evaluation of the quality of the teaching and play carried out by herself and her assistant lacks depth and specific points for development.

- Children enjoy lots of fresh air and exercise. They have many exciting learning opportunities in the setting and on outings. For example, they regularly go on the bus to the library, developing knowledge, understanding and skills to help them in the future.
- Children demonstrate good levels of emotional well-being and self-esteem. This is supported by the strong relationships they build with the childminder and her assistant, who are attentive to their care needs. Children are very comfortable and relaxed. Babies are full of smiles and eagerness to explore after they have been cuddled and bottle fed. Older children relate very well to the childminder and her assistant to whom they show respect.

## **Safeguarding**

The arrangements for safeguarding are effective.

Since her last inspection, the childminder has made it her priority to improve her safeguarding knowledge and procedures to help keep children safe from harm. The childminder and her assistant have undertaken further training and completed a safeguarding audit to make sure child protection is uppermost in their minds. They are confident in the procedures to follow should they have any concerns about a child or in the event of an allegation against an adult living or working on the premises. Both have a clear understanding of what disqualification means, including by association. The childminder has completed safer recruitment training to ensure she understands and can carry out the required vetting and suitability checks. Since her last inspection, the childminder has subscribed to the Disclosure and Barring Service update facility for herself and her assistant to demonstrate their ongoing suitability.

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

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

- focus more securely on adapting the learning activities and environment to the different age groups of children attending, such as the younger ones
- evaluate the quality of the play activities more precisely with the assistant so that each person may develop their teaching skills to a higher level.

## Setting details

<b>Unique reference number</b>	EY286031
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10114335
<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 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	13 June 2019

## Information about this early years setting

The childminder registered in 2004 and lives in Andover, Hampshire. She works with an assistant. The childminder's provision is open Monday to Friday, throughout the year. She provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Lorraine Wardlaw

### Inspection activities

- The inspector conducted a learning walk with the childminder to discuss how she organises her early years curriculum.
- The inspector conducted a joint observation with the childminder, evaluated the quality of teaching and discussed the children's learning and development.
- Observations were undertaken of the children playing and learning.
- The inspector spoke to a sample of parents to gain their views of the setting.
- A leadership conversation was held with the childminder to discuss safeguarding arrangements and self-evaluation that included the sampling 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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