

Childminder report

Inspection date: 17 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

The childminder provides children with a home-from-home environment, where they feel happy, safe and secure. Children are confident and enjoy exploring the childminder's home and are able to lead their own play. For example, they select puzzles, cars, dinosaurs and bricks to play with from a large range of stimulating resources. The childminder knows the children well, and plans activities that excite their curiosity and follow their interests.

Children develop strong attachments to the childminder. This supports their emotional well-being as they go to her for cuddles and reassurance when needed. Children actively seek out the childminder to join in with their play, bringing her different foods from the role-play kitchen. Children excitedly tell the childminder about the foods they have made for her. The childminder is aware of children's individual care needs. She adapts routines to support this, for instance, changing lunchtimes to accommodate children who are becoming hungry and tired.

The childminder is positive and consistent in her approach and treats children with respect. Children's behaviour is good. She has high expectations of them and regularly provides meaningful praise and encouragement. The childminder supports children to share resources and think about how their actions can upset others.

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 works closely with parents to find out what children can do when they start. The childminder uses this information to provide experiences that extend their learning. As a result, children make good progress.
- Children have a positive approach to learning and show persistence. They are encouraged by the childminder to test out what they know and build on this. Children use bricks to create towers; they enjoy working out which bricks to use and where to place them to make their tower bigger.
- The childminder supports children's communication skills effectively. She offers comments and suggestions, introducing new words and asking questions to further develop children's speech. For example, she talks about the happy and sad emotions on dinosaurs' faces and uses the word 'squishy' to describe raspberries. Children enjoy sharing their ideas with each other, excitedly discussing the puzzle they are completing.
- Partnership with parents is strong. Parents' written feedback is very complimentary, highlighting the nurturing environment that is provided. Parents receive regular updates on their child's learning and development. The childminder also shares ideas and activities to extend their child's learning at home, for instance, games to extend children's speech and language.

- The childminder promotes healthy lifestyles for children. She provides healthy snacks and works alongside parents to ensure children's packed lunches are balanced and contain a variety of foods. The childminder talks to the children about what they are eating and the need for them to regularly drink water.
- The organisation of the resources inside is well thought out, and children join in with activities that support their interests, for example, using paints to create cards and completing a number of different puzzles. However, opportunities for children to access and develop their learning in the outdoor environment are limited.
- The childminder keeps up to date with mandatory training. She seeks additional opportunities to develop her practice and further her knowledge to build on the quality of teaching. She undertakes online training and workshops to find out about new ideas for learning experiences for children.
- Partnerships with other professionals are effective. The childminder communicates well with other settings and schools, sharing regular information about children's development to ensure continuity in their learning.
- The childminder takes children on regular outings in the community. They visit the park and soft-play centre, and gain an understanding of the world around them as they visit the local shop to buy fruit and the library to borrow books.
- Children enjoy exploring resources that capture their interests. The childminder introduces concepts of 'big' and 'small' as the children build towers and create lines of cars. However, at times, the childminder does not identify when children's mathematical awareness could be further developed during play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to child protection. She has secure knowledge of signs and symptoms that may indicate a child is at risk of harm. The childminder keeps her knowledge up to date through online training. She knows how to report any concerns to the relevant professionals. The childminder understands the wider aspects of safeguarding and understands how to recognise children who might be at risk from extreme behaviours and views. The childminder regularly assesses her home for any hazards to ensure that children are kept safe.

What does the setting need to do to improve?

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

- use opportunities that arise during children's play to help to develop their mathematical skills further
- review the organisation of the outdoor environment to allow children more opportunities to continue their learning outdoors.

Setting details

Unique reference number	EY299068
Local authority	Hampshire
Inspection number	10069369
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	8 September 2014

Information about this early years setting

The childminder registered in 2005 and lives in the Peverells Wood area of Chandler's Ford in Hampshire. The childminder operates all year round, Monday to Friday 8am to 6pm. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the childcare register. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning and development.
- A range of documentation was reviewed, including safeguarding policies and evidence of suitability checks.
- The inspector looked at all areas of the premises that are used for childminding.
- Discussions were held with the childminder about the activities she plans and how they support children's learning and development.
- The inspector took account of the views of parents through written feedback provided.

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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