

# Childminder report

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Inspection date: 18 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and homely environment. She nurtures children and offers them reassurance and comfort when they seem unsure of a situation, such as a visitor in the home. Children have strong bonds with the childminder and settle quickly. They explore their environment with enthusiasm and display high levels of emotional well-being. The childminder promotes children's understanding of personal safety well at a very young age. For example, she ensures they have safe spaces to play and talks to them about clearing away toys to prevent falls.

The childminder knows children well. She plans a variety of activities across the curriculum that follow the interests and individual learning styles of each child. Consequently, children make good progress from their starting points. However, although she identifies their next steps accurately, there is scope to build on what children already know and can even further, such as focusing even more precisely on their developing speech and vocabulary skills.

The childminder calmly helps young children understand the concept of sharing. She sensitively reminds them not to throw toys and explains the reasons why. Consequently, children respond attentively. They focus their attention else where and show high levels of concentration as they attempt to post objects through holes. The childminder praises children at every opportunity, which helps motivate them to learn.

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

- Partnerships with parents are strong. The childminder gathers detailed information about children's routines, likes and dislikes before children start. She shares their ongoing progress in a variety of ways and values parental contributions towards children's learning. Parents are very complimentary about the setting and the childminder.
- The childminder regularly meets other professionals and shares good practice to help maintain high-quality childcare. She regularly evaluates her setting and makes positive changes to help drive improvement. For instance, she has recently enhanced the range of sensory activities that she provides for babies and toddlers. Children show delight as they investigate the texture of sensory balls. They practise new skills, such as rolling and throwing.
- Young children hum their favourite nursery rhymes and imitate actions, learning to move in different ways. They enjoy listening to stories read by the childminder, snuggle together and point to pictures within the book. The childminder consistently talks to children as they engage in play. However, on occasion, she misses opportunities to build on their developing speech and vocabulary in order to help maximise their learning.

- The childminder provides a wide range of opportunities for children to meet new people. For example, she takes children out into the community, such as to toddler and music groups. This helps to build on their social skills. Children enjoy visits to local parks and walks to feed the ducks. This provides them with opportunities to explore the wider world.
- The childminder listens to children and attends to their welfare needs without hesitation. This is demonstrated as she quickly recognises when children may be tired or hungry. The childminder offers children healthy food and snacks. She teaches them good hygiene routines, such as washing their hands before meals. Young children enjoy a variety of fruit while they wait patiently for their lunch. They eat their nutritious sandwiches with enthusiasm and feed themselves well. Young children know where to find their beaker and help themselves to drinks throughout the day. This helps to build on their self-help skills at a young age.
- The childminder promotes an early understanding of technology well. Children illustrate this as they press buttons on mechanical toys and explore different sounds. They investigate light as they bounce and squish their sensory balls. This helps strengthen their small-muscle skills in preparation for early writing.
- The childminder works well in partnership with other professionals. For instance, she communicates with other settings that children also attend, such as the local school. The childminder ensures she shares valuable information about children's development to help complement their care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She clearly explains the indicators that may alert her to any child protection issues and is confident in her knowledge of the procedures to follow should she need to report a concern. The childminder ensures that she regularly completes her mandatory training in first aid and safeguarding, including wider safeguarding issues. Following recent training, she has updated her policies and procedures and now monitors children's attendance even more rigorously. The childminder assesses risks to children in her home and on outings to help ensure they are safe and secure in her care.

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

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

- extend opportunities further to build on children's early speech and developing vocabulary skills.

## Setting details

<b>Unique reference number</b>	111648
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108416
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	4 June 2015

## Information about this early years setting

The childminder registered in 1994. She lives in Winchester, Hampshire. She works Monday to Thursday from 7.30am until 6pm, all year round, except for family holidays.

## Information about this inspection

**Inspector**  
Jane Franks

## Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do and discussed her observations with the childminder.
- Discussions were held with the childminder at appropriate times during the inspection. The inspector also took account of the views of parents from written feedback provided.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people living at the childminder's address.

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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Manchester  
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