

# Childminder report

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Inspection date: 8 January 2020

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm, welcoming and homely environment where children feel safe. They access a range of toys and equipment that support their learning and care. The childminder has a calm approach and is a good role model for the children. She helps children to manage their feelings and they are extremely well behaved. They share and take turns, playing alongside each other happily. The childminder gives them lots of praise which contributes to their growing self-esteem.

Children eagerly access a wide selection of books. They cuddle up to the childminder and listen to her read. She successfully supports their language development by repeating words and introducing new words, such as 'cocoon'. The childminder offers children props to support their understanding of the story and they eagerly compare the props to the pictures they are looking at as the story unfolds.

The childminder has high expectations for children. She knows the children well and links activities to their interests. For example, she uses a range of building blocks to consolidate children's early counting skills. However, there are fewer opportunities to extend children's knowledge of shapes.

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

- The childminder builds strong partnerships with parents, who comment favourably on the quality of care and learning their children receive. She gathers information from parents prior to children starting with her and uses this to plan activities to support learning from the outset. Additionally, the childminder uses observations to identify children's interests and the skills they are gaining to plan for the next steps in their learning.
- The childminder helps young children to develop confidence and independence. For example, they carry out simple self-care tasks and hygiene routines with support. Children understand they have to wash and dry their hands before lunch and they try hard to do this by themselves. Their health is promoted well. For instance, they are active and develop healthy habits and lifestyles.
- Children develop positive emotional well-being. They enjoy many visits to parks and external activities. This helps to support their confidence in larger social settings, where they learn to share and to be respectful of others.
- The childminder considers the experiences children have at home when planning what they will do with her. For instance, she ensures children get to walk around the community and take bus rides. This helps them to build a broad range of experiences and knowledge of the world around them.
- The childminder reflects on her practice. For example, she considers the impact

that the activities she provides each day has for each child. However, the childminder does not sharply focus evaluation systems to identify clear targets and drive improvements in her practice and professional development to the very highest level.

- The childminder provides good opportunities to support children's understanding of numerals and counting as they play. For example, she helps them count the squirrels in their favourite story book. However, opportunities to enhance and consolidate children's knowledge of shapes are not consistently taken.
- The childminder understands how young children develop speech. She mimics sounds children make, repeats words and sings to them. This provides children with opportunities to hear rich language and they quickly start to copy words and can make themselves understood. Young children have excellent language skills for their young age.
- The childminder is flexible in her approach to ensure that children's needs are met and she knows the children well. The childminder is in tune with children's changing moods, recognising when they become tired or hungry. She responds immediately and engages them in quiet activities and helps them settle down when they ask to go to sleep.
- Children's physical development is well supported. Young children are supported in building muscle strength for walking with a range of push-along toys. They develop their fine-muscle control as they hold crayons and practise mark making in their emerging writing skills. Children have access to the garden where they can run and play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge about what to do should she have any concerns about a child in her care. The childminder risk assesses her immediate environment, as well as outside trips that children go on. Children are well protected. Any accidents are thoroughly documented and communicated to parents. The childminder reinforces simple rules and encourages young children to learn to listen and respond to her instructions. This helps to keep children safe.

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

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

- develop practice even further and make better use of professional development opportunities to improve provision to an outstanding level
- increase the opportunities for children to learn even more about shape, space and measure in their play and daily activities.

## Setting details

<b>Unique reference number</b>	111787
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063312
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	9 May 2016

## Information about this early years setting

The childminder registered in 1996. She lives in Farnborough, Hampshire. The childminder works from 7.30am to 6pm, each weekday throughout the year, except for family holidays and bank holidays.

## Information about this inspection

### Inspector

Nina Lambkin

### Inspection activities

- Throughout the inspection, the childminder and the inspector held discussions about the childminder's curriculum and the quality of care provided.
- The inspector and the childminder undertook a discussion, and the inspector looked at relevant documentation, such as policies, children's learning information and evidence of the suitability of household members.
- The childminder showed the inspector around her home and explained which areas she uses when looking after the children in her care.
- The inspector obtained feedback from parents and took account of their views.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.

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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