

# Childminder report

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Inspection date: 8 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The childminder provides a nurturing, safe environment where children flourish. Children enjoy a warm and caring relationship with the childminder. They confidently seek her out for cuddles and reassurance. The childminder is a positive role model. Older children understand how to be kind and supportive towards the younger children. For example, older children offer to help younger children open their lunch box, and say 'well done' when they manage to do it themselves.

Children are able to freely explore the carefully considered resources available to them. Young children are developing a positive attitude to learning and persevere at new skills, for example, as they work out how to fit objects into a toy truck. Older children spend time developing their early writing skills with a magnetic pen and board.

Children behave well and enjoy each other's company. The childminder provides clear and calm guidance to help younger children understand how to share resources. Younger children delight in using their fingers to make marks with paint, while older children concentrate well as they paint with brushes. The childminder develops children's thinking skills as she asks them to tell her how they made the colours they have mixed.

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

- The childminder gathers a range of information about children before they start with her. This enables her to have a detailed knowledge about what the children can do so she can develop ways to build on their current skills and interests. As a result, children are making good progress in their learning and development.
- Children's understanding of the wider world is well supported. They benefit from taking part in experiences outside the childminder's home. For example, they visit local parks and shops, the fire station and a residential home for the elderly. This provides children with the opportunity to explore their own community and develop an understanding of those who may be different to them.
- The childminder is skilled in supporting children's language development. She provides a wealth of new language to children during conversations. The childminder is able to identify and take effective action when children have slight delays in their language development.
- Parents are extremely complimentary about the care that the childminder offers. They report, 'My child's speech and confidence has come on in leaps and bounds since starting,' and that, 'The children are always very thrilled by the things they do'. The childminder has developed effective partnerships with parents and other childcare settings that children attend to ensure there is a consistent approach to children's learning and development.

- Children enjoy singing, reading stories and exploring books. The children and childminder sing together when completing everyday routines, such as changing nappies and washing hands. Older children are beginning to recognise the letters in their names in books and resources.
- The childminder promotes children's natural curiosity. When the children ask what is used to make bread, the childminder encourages children to think what ingredients could be used. The childminder follows this up with the children by looking at the ingredients on the bread packaging.
- The childminder is aware of what children need to learn next and how to provide opportunities for them to develop new skills. However, she does not always use this knowledge during child-initiated activities to extend children's learning even further.
- Children's physical development is well supported. They excitedly crawl through tunnels, throw and catch balls and make marks with chalk in the secure garden. The childminder understands the importance of allowing children to assess risks for themselves. She provides oversight and gentle reminders to older children when they cut up their bananas.
- The childminder attends regular training and meets with other childminders to keep her professional development and knowledge up to date. As a result, the childminder provides children with the skills they need to succeed in their future learning and move to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder completes daily checks inside and outside her home to make sure it is safe and suitable for children. She has attended training and has a good understanding of how to identify, record and report concerns that may indicate a child is at risk of harm. The childminder is aware of wider safeguarding issues that may impact a child, or their family, and the local reporting procedures for these concerns.

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

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

- further develop the quality of teaching so that children's next steps for learning are taken account of during child-initiated play, to help them make even better progress in all areas.

## Setting details

<b>Unique reference number</b>	EY546622
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10107863
<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>	4
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2107. She lives in Shanklin on the Isle of Wight. The childminder is open Monday to Friday, all year round. She is qualified to level 3 in early years. Funding is accepted for the provision of free early years education for children aged three and four years.

## Information about this inspection

### Inspector

Teresa Newman

### Inspection activities

- The inspector had a tour of the premises and discussed with the childminder how she supports children's learning and development.
- A joint observation was completed with the childminder to assess how well she monitors the quality of teaching.
- The inspector took account of the written communication from parents.
- A range of documentation was reviewed during the inspection. This included training certificates and suitability documentation.
- The inspector observed the interactions between the childminder and the children and considered the impact of these 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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