

Childminder report

Inspection date:

8 January 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

The childminder's passion and love for the outdoors encourages children's inquisitive nature and enjoyment of being out in the fresh air. For instance, children go on woodland walks and listen intently to nature sounds. They problem solve together to work out what the sounds might be. This language-rich experience promotes children's developing vocabulary and knowledge of the world we live in.

Children are keen learners who show high levels of concentration during activities. They demonstrate this as they sort wooden play food into different containers. The childminder also uses this opportunity to find out children's likes and dislikes in food. Children show they feel happy and safe in the childminder's home through their positive interactions and engagement.

The childminder has high expectations for children. She supports children well to develop their manners. Children demonstrate this as they say 'please' and 'thank you' at snack time. They show a sense of achievement as they develop their independence when cutting their fruit for snack. This helps promote children's positive self-esteem and resilience.

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

- The childminder plans daily activities for children based on what she knows of their interests and learning needs. Although this provides children with a good balanced education the activities are not always flexible, which does not fully support children to make their own choices and therefore develop their decision-making skills.
- The childminder sees the importance of working with other professionals to ensure continuity of care for children. Recently, she attended children's settling-in sessions at their new pre-schools to help with their transition. This had a positive impact on children's emotional development.
- The childminder promotes children's mathematical understanding well. This is demonstrated as she talks about shapes and children find them in coloured sand. The childminder successfully uses what she knows of children to develop their knowledge. During regular trips to the beach, children learn about different weights as they solve problems about which pebbles are the heaviest. At times, however, children's thinking is not fully challenged. They are not always given enough time to think about what is being asked and then answer.
- Children show confidence and enjoyment in retelling their favourite stories. Together, they share a story about a caterpillar and use props to act it out. These experiences help children form a love for books and develop early literacy skills. Children respond well to the childminder and the boundaries in her home. For example, they are eager to tidy up when they have finished with an activity.

- The childminder has an organised approach to her childminding business. She successfully reflects on her environment and practice, based on how the children are using the space, resources and benefiting from her teaching. She then uses this information to create development points to action her findings. This involves attending further training and adapting her environment.
- Parents are encouraged to share information with the childminder before their child starts at her home. For instance, parents note their child's favourite book and song. The childminder uses the children's interests to help them settle and share positive learning experiences from the start. This has worked well for children. Parents provide written feedback to share their views. They comment that their children are happy going into the childminder's clean and tidy home and talk positively about the family dog. Parents are pleased with the range of activities and experiences their children receive, especially the outings children go on.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is robust. She demonstrates a thorough understanding of possible signs and symptoms of abuse and how to protect children should their welfare be at risk. The childminder understands the importance of reporting concerns and following advice from other professionals in the event of an allegation being made against her. She ensures her child protection training is up to date, which underpins her knowledge well.

What does the setting need to do to improve?

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

- challenge children's thinking further during discussions by allowing them time to respond to questions and tasks
- further develop the planning of activities and routines to ensure children's choices are sought and followed when appropriate.

Setting details

Unique reference number	112681
Local authority	Hampshire
Inspection number	10132661
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 November 2015

Information about this early years setting

The childminder registered in 1990. She lives in Totton in Southampton. The childminder has an early years qualification at level 3. She operates Monday and Wednesday from 7.30am until 5pm and Tuesday, Thursday and Friday before and after school only, at present. The childminder receives government funding for children aged three and four years.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and childminder carried out a learning walk across all areas of her home to understand how the early years provision and the curriculum are organised.
- The inspector took time to observe the quality of teaching and interactions between the childminder and children.
- Discussions were held with children and the childminder at appropriate times throughout the inspection.
- Feedback from parents was read and shared with the childminder.
- Documentation was sampled. This included safeguarding policies and attendance records of children.

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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