

Childminder report

Inspection date: 14 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a stimulating environment, indoors and outdoors, that successfully motivates children to learn. Children thoroughly enjoy the time they spend with the childminder. They are happy and show they feel safe and secure in the family home. The childminder is kind and nurturing and treats children as unique individuals. She ensures each family's settling-in experience fully meets their individual needs. Children settle quickly and have strong attachments to the childminder and their friends. The premises are secure and the childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

Children behave well. When small disputes occur the childminder sensitively intervenes and prevents children from becoming upset or frustrated. Consequently, young children learn to manage their feelings and behaviour well. Children thoroughly enjoy listening to stories. During these activities, the childminder encourages children to participate. They look at pictures and show they are beginning to understand about themselves and their bodies, such as pointing confidently to their ears and nose. The childminder uses opportunities such as these to support children's awareness of the differences and similarities in others. This is illustrated as children discuss the colour of their eyes and hair.

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

- The childminder observes children daily and works closely with parents to help support their child's ongoing care and learning. She keeps them up to date with their children's development and shares how they have been throughout the day. Parents' written comments show they are happy with the good progress their children are making.
- Children have a positive attitude to learning and persevere at new skills. For instance, the childminder encourages children to use hoops in different ways. Children take great pride in themselves when they accomplish their goal. Children enjoy experimenting with different materials. For example, they investigate the properties of ice and delight in exploring the changing textures. Children engage in play well together and use good manners. They demonstrate this when they pass toys to each other and say 'please' and 'thank you'.
- The childminder encourages children to live a healthy lifestyle. For example, she works in partnership with parents to ensure children enjoy a healthy range of food and provides daily opportunities for children to play outside in the fresh air. The childminder follows good hygiene practices and talks to young children about the importance of washing their hands.
- The childminder builds on children's understanding of the wider world. For example, she takes children on outings to various places within the community,

either by car or on foot. They visit the local library, the garden centre and attend toddler groups, which helps to develop their confidence and social skills.

Furthermore, children delight in walks to parks and the local woods, which support their awareness of the natural world. This builds on children's good health and wider learning opportunities across all areas of the curriculum.

- Children display their creative imaginations. They quickly become engrossed in activities, such as playing with construction materials. The childminder uses opportunities such as these to encourage children to think about number and size. This is demonstrated as children carefully balance and count the wooden blocks as they build towers. The childminder leads activities well, overall. Children thoroughly enjoy listening to music and sing familiar songs and rhymes. However, even though children make good progress, occasionally, the childminder misses opportunities to challenge children even further, in particular to help build on their developing vocabulary and language skills.
- The childminder regularly evaluates her provision, which helps to improve outcomes for children. For example, she has enhanced the play experiences she provides for children outdoors. Children now have quiet spaces to read and wider opportunities to make marks, which builds on the literacy skills of those children who love playing outdoors. The childminder completes mandatory training such as safeguarding and first aid and updates her professional development, such as through regular training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She maintains up-to-date knowledge of safeguarding, such as through regular training. The childminder knows how to identify if a child is at risk of harm, including from extreme views or behaviours. She understands how to make a referral to the relevant agencies and has the essential contact details readily to hand if she has a concern about a child's welfare.

What does the setting need to do to improve?

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

- develop opportunities to provide extra challenge for children and build on what they already know and can do, in particular to build on their developing vocabulary and language skills.

Setting details

Unique reference number	124527
Local authority	Hampshire
Inspection number	10108445
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 February 2015

Information about this early years setting

The childminder registered in 1992. She lives in Fleet, Hampshire. The childminder works Monday to Thursday for most of the year. She takes and collects children from Tweseldown School and Fleet Infants School.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector spoke to children and read written comments from parents about their child's progress.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was viewed by the inspector, such as training certificates and public liability insurance.
- 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.
- 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.

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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