

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

The provision is good

The childminder provides a warm and welcoming environment. She has high expectations for all children and works closely with parents from the outset. She confidently talks about the children's abilities and interests and ensures they have access to a range of good-quality, age-appropriate resources. Children are happy and show they feel safe and secure. They confidently explore their surroundings and choose what they want to do. The childminder promotes their speech and language effectively. She has interesting conversations with children and listens carefully to what they have to say. Children articulate what they know and understand in an age-appropriate way and hold thoughtful conversations with adults. For example, they talk enthusiastically about dinosaurs and describe how some dinosaurs eat meat and others only eat plants and vegetables.

Children are keen to engage with the childminder and take part in activities. They successfully gain the skills they need for the future. They confidently complete tasks independently, have good social skills, demonstrate confidence in speaking and listening and share their thoughts and ideas.

The childminder places a good focus on ensuring children's overall health and well-being. Children enjoy healthy snacks and meals and benefit from regular fresh air and exercise. The childminder is a good role model and teaches them good hygiene routines. Consequently, children gain a good understanding about living healthy lifestyles.

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

- The childminder knows the children well. She regularly observes and assesses their learning and development. She uses this information to provide children with a range of interesting experiences to motivate them in their learning. However, during everyday activities, she does not always make effective use of opportunities to extend children's understanding of mathematical concepts.
- The childminder ensures that children have a wide range of opportunities to be physically active. Children regularly visit parks with the childminder and use large climbing equipment with confidence. For instance, they negotiate obstacles, including climbing frames and balancing beams.
- The childminder places a good priority on supporting the development of children's early reading skills. She ensures children have access to a good variety of books and regularly takes them to the library. During story time, children listen with great enthusiasm, talk about the story and predict what might happen next.
- The childminder is effective in promoting children's understanding of the differences and similarities of people beyond their own experiences. Children

learn about the diverse community they belong to and develop an awareness of the wider world. For example, they learn about different festivals and celebrations.

- The childminder works effectively in partnership with parents. She frequently shares information about children's development and activities, so that parents feel involved in their children's learning and can continue this at home. Written feedback from parents is very positive. They comment that the childminder provides a welcoming and stimulating environment and tailors the activities to children's interests.
- Children have good opportunities to be creative and imaginative. For example, they explore a variety of resources, including boxes, tape and string. They use these to create models, including trains. During these activities, they develop a can-do approach and show good levels of independence, such as when cutting string and tearing tape.
- Overall, children behave well. The childminder gives them an abundance of praise and teaches them to share, take turns and be polite and kind to others. However, she does not consistently help children to understand why some behaviours are acceptable and others are not. For example, children throw toys and climb on furniture. Although the childminder tells them that this is not allowed, she does not explain to them that these rules help to keep them safe.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe at the setting because the childminder is vigilant and supervises them well. She is fully aware of her roles and responsibilities, including ensuring she checks the environment daily to help identify and eliminate any potential risks. The childminder has a good knowledge and understanding of child protection issues. She completes regular training to ensure she can confidently identify the signs that may indicate that a child is at risk of harm. She knows what to do and who to contact if she has any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- make greater use of opportunities to help children to use their learning about mathematics in everyday activities and play
- give children more support to help them to develop a greater awareness of why some rules and boundaries exist.

Setting details

Unique reference number	EY402587
Local authority	Hampshire
Inspection number	10132679
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	5
Number of children on roll	5
Date of previous inspection	14 August 2015

Information about this early years setting

The childminder registered in 2009. She lives in Whitchurch, Hampshire. The childminder provides care on Tuesday, Wednesday and Thursday, between 7.30am and 5.30pm. The setting receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed with the childminder.
- The inspector asked the childminder questions during the inspection to establish her understanding of how to safeguard children, and how she assesses and plans for children's learning.
- The inspector sampled feedback from parents and took their views into consideration.
- The inspector observed the interactions between the children and the childminder and considered the impact 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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