

Childminder report

Inspection date: 20 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is dedicated to her role and responsibilities. She uses a good settling-in system that helps children to build strong bonds with her. The childminder gathers lots of initial information that helps her to support children's changing needs and requirements. Children are happy and secure. They are confident and display a firm sense of belonging. The childminder helps to support children's understanding of who they are by displaying their family pictures that children can look at together to celebrate how unique they all are. The childminder uses a good process for risk assessment. She continuously adapts this to provide safe environments for children to play and learn. Children behave well. The childminder is a good role model who helps children to learn about boundaries and her expectations. She provides age-appropriate explanations to help children of different ages and abilities to build on their skills. Children are encouraged and supported to develop their independence and self-care skills. They listen well and are learning to take small calculated risks. For instance, they negotiate the steps from the kitchen to the playroom and stand on the step to wash their hands for mealtimes.

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

- The childminder has worked well towards the recommendations from her last inspection. For example, she has worked tirelessly in involving parents in all aspects of their children's care. Children also have daily opportunities to explore with music and singing. They investigate with different musical instruments to listen to sounds and tunes.
- The childminder uses the process of evaluation well to reflect on all areas of her provision. She has future plans to help children to explore more with nature and develop an interest in how things grow. She values the comments of parents and children to help her to inform additional areas for change.
- The childminder has high expectations for the children in her care and for providing opportunities to build on children's development. However, she does not make the best use of professional development opportunities, to raise her teaching and knowledge to even higher levels.
- Children are progressing well. The childminder precisely tracks and monitors their development to plan for the next steps in their learning. She is able to quickly identify potential gaps in their learning to provide additional support or higher levels of challenge if required.
- The childminder helps children to learn about the wider world around them and to celebrate the differences and similarities in themselves and others. Children play with resources and read books that reflect different cultures and people.
- Partnerships with parents are strong and effective. They are very happy with the care their children receive and the variety of opportunities the childminder

provides to support their learning. Parents receive consistent feedback and ideas to help to support their children at home.

- The childminder helps to support children's communication and language development. For instance, she introduces new words and sounds to younger children to build on their increasing range of vocabulary. Older children enjoy more in-depth discussions to prompt and support their increasing memory and recall skills.
- Children are building a love of reading. They enjoy looking at books and helping to recall parts of the story they remember. Children take regular trips to the library to choose books that support their different interests.
- The childminder is skilled in helping children to develop their early mathematical skills and awareness. They use puppets to count the characters in a song as they sing and count wooden blocks as they place them into a basket.
- Children have many opportunities to be physically active and have regular fresh air. They have access to a large garden, take walks to the beach and use large-scale equipment at the park. This helps children to learn to balance and learn about spatial awareness and how their bodies move.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility in protecting the children in her care. She is confident in how she would identify potential signs and symptoms of abuse and the procedures she would follow to report any concerns. This helps to protect the welfare of children. The childminder shares pertinent information with parents, such as detailed policies and contact numbers to enable them to raise their own concerns quickly. The childminder keeps her knowledge of the wider issues of safeguarding up to date. For instance, she has a high regard to supporting children to develop an early understanding of keeping themselves safe online.

What does the setting need to do to improve?

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

- plan more precisely for professional development opportunities, to continuously raise knowledge and understanding to even higher levels.

Setting details

Unique reference number	EY440023
Local authority	Hampshire
Inspection number	10075034
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder was registered in 2011 and lives in Lee-on-Solent, Hampshire. She works five days a week, throughout the year, from 7.30am to 6pm. The childminder is qualified in early years at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector spoke with the childminder and the children at appropriate times during the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector conducted a learning walk with the childminder around the areas of the home used for the childminding provision. The inspector took into account the views and written comments of parents.
- A range of documentation was sampled, including suitability checks and children's development files.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on children's learning and development.
- The inspector spoke with the childminder about her professional development and how she evaluates her provision and her current areas identified for improvement.

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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