

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

The provision is good

The childminder provides a safe and relaxed environment. She is kind and nurturing. The childminder quickly establishes close and secure relationships with the children and their families. Children feel safe and freely choose the resources they wish to play with. They are curious learners and are motivated to take part in the activities. Children benefit from a well-planned curriculum that supports their likes and interests. For instance, children request familiar songs to dance along to energetically. They join in with familiar refrains and actions, and explore musical instruments and the sounds they make. This helps to encourage children to develop their physical skills and supports their emerging language skills.

The childminder has high expectations for all children. She sets clear boundaries for behaviour and gives children a wealth of praise and encouragement. This helps to build their confidence and self-esteem. For example, older children support younger children by pushing them on the swing. Younger children babble excitedly and beam, showing they are enjoying the experience. Older children take pride in their actions as the childminder praises them for being kind and helping their friends. Children behave well. They are caring and considerate towards each other. Children have plenty of fresh air, physical exercise and opportunities to learn about the natural world in which they live. For instance, they visit local attractions such as the woodlands, parks and toddler groups.

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

- Children are independent and assertive, and eagerly share their ideas. As a result, they are confident to ask for help when they need it, such as when dressing for outdoor play. The childminder offers a flexible approach to the curriculum. She is responsive to children's needs and respects the choices that they make. For example, younger children crawl towards the baby walker and indicate that they want to use it. This helps children to feel valued and supported in their learning and development, helping them to reach their goals.
- Children use their imaginations and engage in enjoyable games created with the childminder. For example, children happily make cups of tea in the mud kitchen and outdoor playhouse as the childminder engages them in conversation. She skilfully asks them questions to help develop their listening skills and practise turn taking. Children play alongside each other cooperatively.
- The childminder knows children and families well. She uses her observations and assessments of children's learning to identify their individual level of development. The childminder provides engaging activities and resources to help children make strong progress.
- Parents speak highly of the standard of care and education the childminder provides. They appreciate the good level of communication regarding their

children's learning. Parents comment that the childminder offers a welcoming home-from-home environment for their children and they feel happy knowing that children benefit from her kind, caring and helpful approach.

- The childminder has effective procedures to maintain good hygiene, which helps to keep children safe. Children demonstrate that they are familiar with routines and expectations, and they manage their personal care routines with independence. For instance, they reassure the childminder that they use soap to wash their hands as they comment that they 'have made bubbles'.
- The childminder plans some interesting activities that excite children and help them to experience their local area and community. She occasionally takes children on outings using public transport, as she is aware that not all children get the opportunity to travel this way. Activities like this help to widen children's experiences and prepare them for modern life.
- The childminder supports children's early mathematical skills. She skilfully interweaves numbers and counting into everyday activities. For example, when the children are banging on home-made drums, she uses number picture cards to suggest how many times the drums need to be struck.
- The childminder is committed to improving her setting continually. She regularly reflects on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care. The childminder takes into account the views of the parents and children. However, she does not take full advantage of opportunities to expand her professional development to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her safeguarding role. She is alert to possible indicators that a child may be at risk of harm, and knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to follow should there be an allegation. The premises are secure and the childminder carries out regular checks of the environments to ensure they remain safe for children to use. Effective procedures are in place to help keep children away from areas that are used to feed pets. Children learn how to take care of animals and develop respectful behaviours that help them to stay safe around them.

What does the setting need to do to improve?

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

- make the most of opportunities for professional development, to continue to enhance knowledge and skills and to focus precisely on raising the quality of teaching and children's learning to a higher level.

Setting details

Unique reference number	EY393585
Local authority	Hampshire
Inspection number	10136553
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	5
Number of children on roll	8
Date of previous inspection	30 November 2015

Information about this early years setting

The childminder registered in 2009. She lives in Waterlooville, Hampshire. The childminder works Monday to Thursday from 7am to 5.30pm all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3 and is registered to receive the government funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Denman

Inspection activities

- The childminder took the inspector on a tour of the areas used for childminding to explain how her home and resources are organised to support children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- The inspector took into account the views of parents through written testimonials.
- A range of documentation was sampled, including training certificates, evidence of training, written policies and the suitability checks of those living on the premises.

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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