

Childminder report

Inspection date: 21 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 offers a stimulating environment. She has a good understanding of special educational needs and/or disabilities and ensures her planning meets children's individual needs well. The childminder's enthusiasm for teaching encourages children to build on their existing knowledge and reach their full potential. The childminder has high expectations of children. She supports them well to learn good manners and to take care of the environment. This is demonstrated as children say 'please and thank you' at mealtimes and independently use a dustpan and brush to clean up after activities.

Children show they feel safe, secure and happy in the childminder's home. Children engage in their chosen play and invite the childminder to join in. For example, children use role-play materials to act out being at the doctors. Children are highly focused and organise their play well. They communicate together which results in them extending each other's play ideas. Children are keen to do things for themselves. For instance, older children blow their noses and younger children find their coats ready to play outside. This helps them develop their independence and prepares them well for the next stage of learning.

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

- The childminder has a well-planned environment which covers all areas of learning. As a result, children have good learning opportunities. The childminder has a robust knowledge of the areas she teaches and uses her observational skills to plan for children's future learning. For instance, children comment about 'blue buses' that they see when out in the community. The childminder uses this interest and arranges a trip out on the bus. This helps children understand their ideas are heard and valued which supports their trusting relationship with the childminder.
- Children develop well physically. They are keen to play outside and eager to test their skills. For instance, older children develop good balancing techniques, such as when hopping between cones, and younger children successfully negotiate space when using ride-on scooters. Children display high levels of perseverance. For example, older children concentrate well when colouring inside the lines of a picture. They show pride in their achievements and show positive self-esteem as they share these with the childminder.
- There is mutual respect between the children and the childminder. Children respond well to her requests, such as when it is time for nappy changing. Younger children delight in singing rhymes as their care needs are taking place. Children demonstrate they have a secure emotional attachment with the childminder and are content during this routine. Although the childminder has a good knowledge of hygiene, at times she does not fully encourage the younger

children's understanding of hygienic practices. For example, younger children do not have a robust understanding of when and why they need to wash their hands.

- The childminder works well with other professionals, which provides a continuity of care for children that have shared care arrangements. Parent partnerships work well. The childminder shares children's progress regularly and successfully supports children's learning at home. For instance, she uses newsletters and face-to-face discussions to share development and interests of the children. The childminder has completed all mandatory training and has recently completed a refresher course on the early years foundation stage. This has had a positive impact on her practice and has sharpened her teaching even further in mathematics.
- Parents provide written feedback about the childminder. They comment that she provides a warm and welcoming home for their children. She has a nurturing approach and their children enjoy going to her home. Parents feel fully informed in regard to their children's progress and the wide range of activities their children experience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding children. She understands how to make a referral to outside agencies and the process she would follow should there be an allegation made against her. She has a professional approach to her business, such as involving parents in reading her policies before their children start. This helps parents understand the childminder's safeguarding responsibilities and how she keeps children safe. The childminder completes detailed risk assessments to ensure her provision is safe for children.

What does the setting need to do to improve?

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

- review routines to encourage the youngest children to develop their understanding of self-care.

Setting details

Unique reference number	113067
Local authority	Hampshire
Inspection number	10063333
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 1995. She lives in Totton, Hampshire and operates Monday to Friday from 7.30am to 6pm. The childminder is in receipt of free government early years funding for children aged three and four-years-old. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- A learning walk took place to discuss how the early years provision and the curriculum is organised.
- The inspector observed the childminder's engagement and interactions with the children to see the quality of teaching.
- There were discussions held with children and the childminder at appropriate times.
- A sample of documentation was viewed. This included policies and procedures, qualifications and certificates.

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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