

Childminder report

Inspection date: 27 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 develops good relationships with children in her care. Her calm, nurturing manner helps all children, including those who are less confident, to settle happily and feel safe and secure. Children behave well. They learn how to take turns and share resources. For instance, during a cooking activity, they spontaneously say, 'It is your turn,' as they offer to share resources. The childminder recognises and praises children's kindness. This helps children to develop skills that lay good foundations for their future learning.

The childminder plans a curriculum with children's interests in mind. She takes the time to find out about what children like to do. This helps her to provide activities which motivate children's play. The childminder provides a wide range of opportunities for children to learn about the local community, such as trips to park and the beach. This contributes to children's understanding of the natural world. Children develop good communication and language skills. The childminder uses opportunities for children to share their ideas. She values what children have to share in their conversations with her. This contributes to children's good listening and attention skills and the progress they make.

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

- The childminder provides children with tailored care to meet their individual needs. She is very kind and caring, and her natural ability to nurture children supports them to develop good levels of emotional well-being. The childminder uses opportunities with daily routines to help children learn to be independent. For instance, children learn about how to manage self-care routines well, which contributes to them learning about good hygiene. Children help to tidy away toys and resources and enjoy helping to prepare their own snacks.
- The childminder organises a wealth of activities which incorporate children's interests. For instance, children enjoy making cakes and decorate these using rice paper pictures of their favourite film characters. They develop good coordination skills as they combine different ingredients, noticing the changes that happen to the colour and texture of the mixture. On the whole, children respond positively to challenges in their learning. However, sometimes, the childminder steps in and completes more-challenging tasks for children instead of encouraging them to persevere and try for themselves.
- Children enjoy learning about the local community through opportunities the childminder provides. For example, children have recently visited the local ambulance station to learn about 'people who help us'. The childminder provides experiences for children to learn about diversity and the wider world within her curriculum. Recently, children have learned about Chinese New Year and enjoyed opportunities to try new foods, which they say were 'delicious'.

- The childminder keeps a close eye on the progress children make. She observes children to assess what they know and can do, to guide opportunities to build on their skills. However, at times, she does not plan some adult-led activities to sharply focus on what she wants children to learn next, particularly to support children's mathematical skills.
- The childminder and her co-childminder work together to reflect on their practice. The childminder shares ideas and accesses relevant training to help keep children safe. She shares ideas with other childminders to help to develop the range of activities available for children, to support how she provides new and interesting experiences.
- Partnerships with parents are very strong. The two-way flow of information between the childminder and children's parents contributes to the seamless transition from home to the childminder's provision. This is used effectively when children develop new skills, such as when she works closely with them to support children through potty training. Parents value the safe and secure environment and the excellent care the childminder provides. Parents feel well informed about their children's development, including the key achievements they make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of how to keep children safe. She makes good use of regular safeguarding training opportunities to keep herself up to date with changes in legislation and local authority guidance on child protection. The childminder knows how to recognise the signs and indicators that a child might be at risk of harm. She knows how to report concerns, to promote children's welfare effectively. This helps to keep children safe.

What does the setting need to do to improve?

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

- sharpen planning for children's next steps in learning to support how activities are more closely linked to building on their knowledge and skills
- support and encourage children to persevere and tackle challenges in their learning so that they can become more confident and resilient learners.

Setting details

Unique reference number	112832
Local authority	Hampshire
Inspection number	10136180
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 November 2015

Information about this early years setting

The childminder registered in 1999 and lives in Lee-on-the-Solent, Hampshire. She operates all year round from 7am to 5pm, Monday to Friday. The childminder has a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works alongside another childminder.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector had a tour of the areas of the premises that are used for childminding.
- Parents provided their written views of the childminder's service and the inspector took account of their views and opinions.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector and the childminder discussed children's learning and development. They completed a joint observation of activities and discussed the impact this has on children's learning.
- The childminder provided a range of relevant documentation, which the inspector sampled.

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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