

# Childminder report

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Inspection date: 29 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy and settled in the childminder's welcoming home. Their well-being is maintained as the childminder creates a safe and secure environment where children are closely supervised. Young children are building their confidence to freely access a range of toys in the designated playroom. The childminder knows the children well and provides many activities and resources that support their interests. The childminder has high expectations of children, and their behaviour is good. She supports children's good behaviour as she helps them to learn good manners and how to share and take turns with others. Children's communication skills are continually developing as the childminder talks to them as they play. Children spend long periods of time focused on experiences that interest them. For example, they identify the different-coloured pencils and choose which colours they would like to use to colour in their character picture. Outside, children have fun negotiating space on wheeled toys and aiming balls into a target. Children demonstrate good physical and mathematical skills. They enjoy the challenges to find and name many different shapes and develop the necessary skills in preparation for their move on to school.

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

- Care practices are good. The childminder successfully supports children's personal and physical well-being. She spends time getting to know children and meets with parents during the settling-in period. Children settle quickly, behave well and demonstrate positive attitudes towards their learning.
- The childminder offers many outdoor experiences for children. Children enjoy walks, visits to the local park and going to see the animals at the farm park. These experiences help children to learn about the wider world around them and enable children to develop their social skills further as they interact with others in the community.
- The childminder provides good support for children who are learning to speak English as an additional language. Children make good progress from their starting points. The childminder observes children and monitors their progress. She follows the interests of the children well to support them in their play. However, she does not fully make the most of what she knows about what children can do, to plan precisely and share with parents the next steps in their learning.
- Children are becoming confident communicators who listen intently and respond positively to the childminder. They enthusiastically sing along to nursery rhymes and songs. The childminder models language well so that all children hear clear pronunciation of words and new vocabulary.
- The childminder takes positive steps to evaluate her practice and to make improvements. She receives complimentary feedback from parents about the

care she provides. For example, parents comment that children enjoy the homely environment and the childminder has helped their child effectively to progress well in their speech and development.

- The childminder attends mandatory training and keeps up to date with changes in legislation. She has established a highly effective programme of continuous professional development to support and help raise her practice.
- The childminder helps children to develop self-care skills, such as using the toilet and putting their shoes on. This ensures that children have the skills to support their independence in preparation for their next stage of learning.
- Children develop a good awareness of the differences and similarities between themselves and others. The childminder teaches children about the importance of respect, acceptance and tolerance. However, she has not fully considered the different ways she can help younger children to understand more about their feelings and emotions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has a secure knowledge of the signs that may indicate children are at risk of harm and is confident in the processes to follow to refer concerns to the appropriate professionals. Children learn how to stay safe on outings as the childminder helps them to learn how to walk sensibly. She also teaches them when it is safe to cross the road. The childminder accesses regular training to help her to safeguard children. This includes maintaining a paediatric first-aid qualification and updating her knowledge of child protection issues. Following recent refresher training, the childminder understands more about wider safeguarding issues and the 'Prevent' duty.

## What does the setting need to do to improve?

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

- share more information with parents and make the most of what is known about individual children to ensure specific steps of development can be targeted for more rapid progress
- build on the strategies and activities used to help younger children understand more about their feelings and emotions.

## Setting details

<b>Unique reference number</b>	EY548470
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10138345
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Basingstoke, Hampshire. She operates all year round from 7am to 6pm, Monday to Friday.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

### Inspection activities

- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- The inspector discussed learning activities and assessed the quality and impact of teaching on children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including children's records and evidence of paediatric first-aid training.
- The inspector took account of parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans 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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