

Childminder report

Inspection date: 29 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

Children thrive in the childminder's warm and attentive care. They clearly show that they feel happy and safe as they play in the inviting learning environment the childminder provides. Children enthusiastically try out new activities. They use spoons and tweezers to fill and empty containers with dry rice and pasta. Children learn new words as the childminder plays alongside them and chats to them. She models language for children, such as when she teaches them how to ask for resources and take turns.

Children enjoy a good range of outings and activities to help them learn about the diversity of the wider world. They regularly visit a local care home, where they play alongside older people and other children. Children also take trips to the beach and local parks, where they energetically run around, build dens and hunt for minibeasts. Occasionally, however, the childminder does not make the most of learning opportunities that arise as children play. She does not always support children to become independent in their self-care through daily routines, such as at mealtimes.

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

- The childminder is clearly passionate about her role to help children play, learn and develop. She knows the children well and what activities will help them to make good progress in their learning. The childminder understands what children like to play with. She uses this knowledge to plan activities that will capture their interest and support the next steps in their learning. Older children enjoy playing with trains. The childminder skilfully uses this interest to engage children to name colours. She then encourages children to go hunting for colours in the environment. This supports children's learning well.
- Children take obvious delight in the opportunity to catch and blow bubbles. Younger children enthusiastically shout 'go' after the childminder says 'ready, steady'. The childminder sensitively helps children to hear words spoken correctly, as she repeats back what children say. However, at times, the childminder does not give children enough time to think and respond to her questions before she gives children the answer or moves on to another question.
- Children develop good social skills as they play with their friends. The childminder is a calm and positive role model. She swiftly steps in to help children learn how to share resources. Children behave well.
- The childminder asks children to make choices and decisions, such as what to eat for their snack. She communicates well with parents to ensure they supply nutritious meals for their children. However, at times, the childminder completes tasks for children that they could attempt or manage themselves. This does not fully support children to develop their independence skills.

- The childminder helps children to learn in exciting and engaging ways. She pours dry rice onto containers and encourages children to think what the sound is like. Children predict what dry pasta will sound like and they then experiment with enthusiasm. The childminder asks questions to help children develop their thinking skills. She supports children to make links to what they know already. Dry rice sounds like rain, for example, and the pasta sounds like thunder. Children clearly enjoy the sensory experiences the childminder offers.
- Parents report they are extremely happy with the care and support the childminder provides to their children and their families. They comment positively on the opportunities and experiences their children have with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder clearly understands her role to keep children safe at all times. She is aware of wider safeguarding issues, including the risk of children being exposed to extreme views. The childminder knows the actions to take if she has any concerns about children's or their families' welfare. The childminder ensures her learning environments are clean and safe for children to play in. She helps children learn to consider their own safety and has clear boundaries in place, such as not playing on the stairs.

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 all teaching opportunities that arise as children play and help them to develop the skills they need to move on to the next stage in their education
- help children to develop their communication skills even further. This includes making sure that children have enough time to think and respond to questions before supplying answers or asking another question.

Setting details

Unique reference number	160554
Local authority	Hampshire
Inspection number	10132841
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2001 and lives in Farnborough, Hampshire. She operates all year round from 7am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 5.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The childminder explained how the early years provision is organised.
- The inspector observed the interactions between the childminder and the children. She spoke to them at appropriate times during the inspection.
- The inspector took account of written views from parents.
- The childminder and the inspector held discussions about children's learning and development.
- The inspector sampled documentation, including evidence of suitability checks and children's records.
- The inspector viewed areas of the house and garden used for the care of children.

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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