

Childminder report

Inspection date: 28 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

Children are happy and settled. They feel safe and form secure attachments with the childminder. Children explore the setting with confidence and curiosity. They enjoy selecting their own toys and engage in meaningful play with the childminder. The childminder creates a warm and welcoming environment where the children feel at home.

Children receive good emotional support from the childminder. She is highly responsive to their individual needs. For instance, when younger children become upset, the childminder provides comfort, reassurance and guidance. Children quickly regulate their behaviour because of her attentiveness and nurturing qualities. The childminder has high expectations for what the children can achieve. She ensures she gathers detailed information about the children and their home lives to target her support for them.

Children have good behaviour. They are familiar with the routines and expectations of the childminder. For instance, young children happily tidy away resources and demonstrate a willingness to help. Children smile in response to the childminder's praise and encouragement. They thrive from her positivity and are curious to learn and try out activities. For example, they explore natural resources and build towers, knocking them over and starting again.

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

- The childminder is knowledgeable about children's development and learning. She implements a successful and enriching curriculum that supports the children's individual needs. As a result, children are making positive progress. The childminder makes precise and accurate judgements about children's developments and carefully plans activities to support their next steps in learning.
- Children have lots of opportunities to explore books independently as they are made accessible in their play area. The childminder understands the importance of books and ensures that she takes the children to the local library for a story group. She also encourages them to select and choose books to borrow. This supports children's love of books and stories.
- The childminder quickly notices any gaps in children's learning. She targets individual support to ensure they make good progress. She shares this information with parents and other professionals to provide consistency for the child. She also completes training to enhance this support. For example, she attended speech and language training to help children with speech delay.
- The childminder provides children with a wide range of experiences and opportunities to support their future learning. For example, she takes the

children on various outings to local woodlands for adventure walks and den building. She plans trips to museums and the dockyard stations to explore new concepts and build a love for learning. The childminder also organises trips to local play groups where children can socialise with new people and develop their personal skills.

- Children have good focus and engagement during activities. They enjoy playing with the childminder and she skilfully includes mathematics and literacy into their play. However, she does not always set challenges to develop the children's critical thinking skills, to enhance their progress even more.
- The childminder does not use routines and mealtimes to teach children about new concepts and ideas. For example, during snack time, she does not continue conversation about the fruits they eat or make links to other learning opportunities, such as where fruits grow.
- The childminder encourages children to lead a healthy lifestyle. She supports parents to provide nutritious foods and offers a variety of healthy snacks. Children are physically active. They have access to outdoor play daily, both at the childminder's home and on outings to local parks and woodlands. They also visit soft-play centres to support their physical skills.
- Self-evaluation and reflection are important to the childminder. She regularly accesses training to enhance her knowledge and understanding, which she uses to develop her setting. The childminder regularly obtains the views of parents. She reviews their comments and thoughts to ensure she provides the best service possible. Parents praise the childminder's communication skills, her friendly nature and her caring attitude.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear knowledge about how to keep children safe. She confidently assesses any potential risks and follows her robust policies and procedures to ensure children's safety. She confidently identifies the signs and symptoms that may indicate a child is at risk of harm. She is fully aware of her roles and responsibilities to safeguard children and knows who to contact if she has concerns about a child's safety and welfare. The childminder places great importance on keeping her knowledge up to date and completes regular safeguarding training. She also has good understanding of wider safeguarding concerns.

What does the setting need to do to improve?

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

- set challenges for children during activities to enhance their learning and development even more

- recognise opportunities to enhance children's understanding and learning even further, in particular during mealtimes.

Setting details

Unique reference number	111190
Local authority	Hampshire
Inspection number	10063304
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 1997 and lives in Gosport, Hampshire. She holds an appropriate level 3 qualification. She currently offers care on Monday to Thursday from 8am to 4pm, and on Friday from 8am to 12.30pm, all year round.

Information about this inspection

Inspector
Jamie Smith

Inspection activities

- The inspector and the childminder conducted a learning walk to understand how the early years provision and the curriculum are organised.
- The childminder and inspector carried out a joint observation together.
- The inspector sampled some of the childminder's policies, procedures and paperwork.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- A meeting was held between the inspector and childminder.

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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