

# Childminder report

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Inspection date: 30 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 and her assistant create a nurturing, home-from-home environment. On entry to the setting, they gather information from parents about children's care and learning needs. This enables them to develop strong attachments with children, which has a positive impact on children's well-being and emotional development. Children build warm, trusting relationships and feel happy and secure in their care.

The childminder has great ambitions for all children. She knows the children well and assesses their learning closely. The childminder works effectively in partnership with parents and other settings. She regularly shares information about children's development and activities with them. Parents feel involved in the children's learning and comment very positively about the childminder. For example, they comment how children have flourished since attending her provision and show high levels of emotional well-being.

The childminder has high expectations of children's behaviour, and children behave exceptionally well. They share and take turns, play alongside each other very well and are extremely polite. Children demonstrate respect for the childminder and her assistant. For example, when asked to tidy up, children respond quickly to instructions. The childminder provides children with clear and consistent behaviour boundaries, so they understand the difference between right and wrong, and avoid conflicts and disputes.

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

- The childminder and her assistant use effective teaching skills when playing with children, such as showing them how to do things and encouraging them to copy. This is demonstrated when children play with balls and the assistant shows them how to juggle. She encourages them to persevere and gives them an abundance of praise when they succeed. Children show high levels of determination to solve problems and show pride in their own achievements.
- Children benefit from a language-rich environment with numerous opportunities to build on their vocabulary. The childminder is effective in helping children to develop communication and language skills. For example, she repeats words and phrases and introduces new vocabulary, such as 'squishy' and 'squidgy', during children's play. Toddlers respond with enthusiasm, as they babble in response to the childminder's positive interactions.
- Children are keen to engage with the childminder and take part in activities. However, on occasion, the childminder and her assistant do not take the time to question children, to establish their existing knowledge and skills and develop these further.

- The childminder adopts a positive attitude towards making improvements to her practice and self-evaluates her provision regularly. She encourages parents to share their comments and views on her service to develop her skills further. She is committed to her ongoing professional development and attends training on a range of subjects to help her to improve. This contributes towards a consistent approach to meeting children's needs.
- Children develop the skills they need for their future learning. They listen with interest and respond to familiar stories, rhymes and songs. They have an age-appropriate understanding of mathematics. For instance, they confidently count, and recognise 'longer' and 'shorter' when comparing the lengths of spaghetti during play.
- Overall, children develop good independence skills. They learn to take responsibility for completing small tasks for themselves, such as dressing and washing their hands. However, the childminder and her assistant do not always allow children to make independent choices in their play. For instance, children are occasionally prevented from choosing what they want to do, in favour of adult-led activities.
- Children learn about healthy lifestyles. For example, they know and understand the importance of washing their hands at appropriate times. They regularly take part in outdoor play to make sure they get plenty of fresh air and exercise, such as through visits to the park. Children benefit from healthy meals and snacks. However, the childminder does not always provide clear and consistent messages to support their understanding about healthy food choices and the positive impact that exercise has on their body.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She and her assistant have an in-depth understanding of child protection procedures. They can identify when a child may be at risk and have a detailed safeguarding policy with relevant contact numbers that they can access when necessary. Children are encouraged to keep safe within the environment, for instance by tidying toys away and sitting down when eating. Safety gates are in place to prevent children from accessing the kitchen area, and the premises are secure.

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

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

- develop the use of questioning further, to help establish what children already know and extend their learning even further
- follow children's spontaneous interests and allow them to make more independent choices in their play

- use every opportunity to teach children the importance of making healthy food choices as part of leading a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY359043
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136506
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	11 January 2016

## Information about this early years setting

The childminder registered in 2007 and lives in Hook, Hampshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a relevant qualification at level 3. She works with an assistant.

## Information about this inspection

**Inspector**  
Ingrid Howell

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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