

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 creates a welcoming and homely environment where children feel safe and secure. She gets to know the children well, right from the beginning of the childcare arrangement. As a result, she knows how best to build on children's learning experiences. Children form warm, secure and trusting relationships with the childminder and the other children. They are very happy and confident, and thoroughly enjoy their time together. The childminder has high expectations of all children in her care. She provides a curriculum which focuses on helping children move on to the next stages in their learning. Children behave well. For instance, they happily cooperate when asked to do something, such as helping to tidy away the toys.

Children show a positive attitude to learning. They concentrate well and show perseverance to overcome challenges, for instance, when completing a new and difficult puzzle. Children respond well to the consistent support and encouragement the childminder provides. For instance, they excitedly matched cards according to colour and numbers. The childminder interacts well to increase children's understanding and to support their communication and language skills. All children, including those with delays in their language skills, are becoming confident talkers and make good progress.

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

- The childminder regularly reviews the quality of the curriculum she provides. She provides parents with opportunities to share their views of the provision to help her to identify any areas for future development. She has made worthwhile improvements. For instance, children enjoy playing and chatting to each other in the new playhouse she has provided. This helps to promote children's social interactions and their language development.
- Children benefit from a language-rich environment. The childminder uses new words and gives clear explanations for what they mean to help extend children's learning and vocabulary. Three-year-olds pick up the language quickly and confidently tackle pronouncing the new words, such as 'paramedic'. They enjoy looking at books and discovering new things, for example, that spiders have eight legs and insects have six. Children enjoy exploring different materials. For instance, they investigated the texture of cooked noodles and sand. They enjoyed squeezing and handling it, which helped strengthen their small-muscle skills in preparation for early writing.
- The childminder is caring and attentive. She recognises when children may be hungry, tired or in need of a cuddle, and responds quickly to their individual requirements. This supports children's good health and helps them to feel emotionally secure.

- Parents speak very highly of the childminder and say they are 'lucky to have her'. They value how well she supports children's interests and learning. The childminder keeps parents up to date with their child's progress and suggests how they can support this further at home.
- The childminder plans a good range of activities that reflect children's interests and enhance their learning. She takes children on outings to various places within the community either by car, bus, train or on foot. They take trips to the farm and museum to increase their understanding of the world. Attending toddler groups helps to develop their confidence and social skills.
- Overall, the childminder helps children to become independent, while making sure they stay safe. For example, she gave positive encouragement to young children as they negotiated the steps and came down the slide with minimal help. Children beamed with delight after they managed this successfully. However, she does not always help children to learn how to keep the environment safe, for instance by hanging coats and bags so they are not a tripping hazard. The childminder occasionally does tasks for children which they can attempt for themselves, such as wiping their nose. This does not support children's already good levels of self-care practices and independence to the highest level.
- The childminder is a very good role model to children. She sensitively helps them to learn how to share toys and resources. The childminder teaches children about the wider world and the people in it, for example, how the Chinese people celebrate the new year in China and about the foods they eat.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She attends regular training to help her keep up to date with the requirements for safeguarding procedures. The childminder knows the signs that may indicate a child is at risk of neglect or abuse. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder provides parents with information regarding her responsibilities to safeguard children and the requirement for her to report concerns. She ensures her home is secure and assesses possible risks before taking children on outings.

What does the setting need to do to improve?

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

- maximise opportunities to further support children's growing independence, understanding of keeping safe and self-care skills.

Setting details

Unique reference number	112512
Local authority	Hampshire
Inspection number	10136175
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 1999 and lives in the Oliver's Battery area of Winchester, Hampshire. She works from 7.30am to 6pm, Monday to Wednesday, throughout most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The childminder and inspector completed a learning walk through areas of the home and garden being used for childminding, to see how the early years provision and the curriculum are organised.
- A range of documentation was sampled, including records relating to children, safeguarding procedures and the written views of parents.

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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