

# Childminder report

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Inspection date: 6 February 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

Children are extremely happy and confident, and have lots of opportunities to choose from a wide range of appealing activities and resources. The childminder is especially passionate about outdoor activities, and children have many opportunities to enjoy physical activities in the fresh air. They play in the garden and enjoy specially planned outings to local woods and parks. They are developing an increasingly broad knowledge about the wildlife around them and in the wider world. For example, children confidently explained that some birds have nests and named body parts, such as feathers and wings. The childminder includes the children's experiences away from her, which makes children feel valued. For instance, they looked at photographs and learned the names of birds from countries children have visited.

Children enjoy singing songs and rhymes. They show they are very keen and interested to take part and learn. For example, they repeatedly sang 'Two little dickie birds' and enthusiastically practised the actions that go with it. Children develop good levels of independence as the childminder shows them how to manage tasks for themselves and gives them time to complete them. Children's behaviour is very good. They are learning to remember to use their manners and understand why they should help to tidy up and take care of their resources.

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

- The childminder develops effective relationships with parents and provides them with regular feedback about their children's progress. She gives parents the words for songs and rhymes children are learning, so they can support children's learning at home. Parents comment very positively about the childminder, writing that she 'treats children like one of her own'. The childminder works closely with parents and other settings that children attend, to help meet children's care and learning requirements.
- Children are learning many important skills they need for the next stages in their learning, such as taking turns and playing alongside others. They are increasingly listening to instructions and cooperate well when asked to do something. Children are learning good levels of self-care and how to keep themselves safe. They use the toilet independently and know they need to sit down when they are eating so that they do not choke.
- The childminder has high expectations for children's learning, and provides a language-rich environment. She reads stories and teaches children rhymes and songs. Her calm and effective interaction helps to develop all children's understanding and speech very successfully. Older children hold conversations and use different tenses as they talk. Younger children are confident and capable talkers. They pick up and use new words quickly.

- Close observation of children's play and interests helps the childminder to understand what she needs to focus on next to help them to progress. She plans activities which she knows children will enjoy. Children are inquisitive, curious and participate fully in the activities and wide range of resources that the childminder provides. For example, children were captivated as they moved around the kitchen with a magnet to see which object it stuck to and said, 'I'm finding metal.' However, some resources, such as the dolls, are not organised as well as possible and are not easily accessible to all children. This means younger children are not always able to follow their interests.
- Overall, the childminder uses a wide range of teaching techniques to develop children's skills, knowledge and understanding effectively. For example, during a role-play activity involving a restaurant situation, the children developed their mathematical and early literacy skills. They used the pretend food to make a 'pizza cake', and then counted the pieces as they shared them out. The childminder wrote the children's food order, showing that words have meaning. They then reversed the roles and the children 'wrote' the childminder's order. However, the childminder sometimes solves problems with children too quickly, not giving them enough time to use their thinking skills and discover solutions for themselves.
- The childminder updates her skills and knowledge by attending face-to-face training and completing online courses. This enables her to stay up to date with current developments in childcare and education, and she embeds these in her daily practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to take should there be an allegation. The premises are secure and the childminder carries out checks of her home and the other environments she takes children to in order to ensure they are safe for children to use.

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

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

- strengthen further the quality of teaching in order to consistently support children to think creatively and find solutions to problems they encounter
- review how resources are organised and presented to enable young children to access them easily and follow their own interests.

## Setting details

<b>Unique reference number</b>	111180
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136154
<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>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	1 December 2015

## Information about this early years setting

The childminder registered in 2000 and lives in Colden Common, Hampshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She has an early years qualification at level 3.

## Information about this inspection

### Inspector

Jacqueline Munden

### Inspection activities

- The childminder and the inspector completed a learning walk of the areas of the home being used for childminding, to see how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- A sample of documentation was viewed by the inspector, including records relating to children, safeguarding procedures and the written views of parents and school-age children.
- 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.

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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