

# Childminder report

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Inspection date:

17 February 2020

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

The childminder creates a welcoming and safe environment for the children she cares for. She takes the time to get to know children's individual interests, likes and abilities. This helps to ensure that when children are cared for after their school day and in the school holidays, they settle happily. The childminder places a strong focus on supporting children's confidence and emotional well-being. This contributes to children developing a can-do attitude to trying new things, and supports children to persevere in new activities, as they successfully gain new skills. The childminder organises a wide range of experiences for children outside of her home. For instance, she take children on outings to local parks, woodlands, farms and outings to the local library. Furthermore, the childminder uses opportunities to help children learn how to plant, tend and harvest foods they grow. The childminder encourages children to enjoy eating some of the fruits and vegetables they have grown, to contribute to their understanding of healthy eating. Children gain a good understanding of the local community they live in, and the wider world. Children behave extremely well and are kind, polite and well mannered.

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

- The childminder establishes warm, trusting bonds with the children she cares for. The childminder helps children to settle quickly and feel secure, which promotes their emotional well-being effectively. The childminder recognises when children who are less confident, need extra support to help them to try new tasks and activities. She praises children as they successfully attempt new tasks and encourages them to persevere when some age-appropriate routines are more challenging. This helps children to develop confidence in their growing independence.
- Children are very polite, courteous and well behaved. They enjoy playing together and recognise and respond to their friends with kindness and respect. They recognise the need to wait for turns and to share toys and resources fairly. Children enjoy each other's company, they are keen to play together and older and younger children develop strong bonds with each other. For instance, older children help younger children find toys they think they will like, and happily wait patiently while they have a turn.
- The childminder and parents have established good relationships to support children's care and development. The childminder uses her conversations with parents to keep herself up to date with older children's achievements at school, and to identify how she can continue to support younger children's care needs and growing independence. Parents are complementary of the care the childminder provides. They value her regular updates about children's activities

during the day. Parents say that the childminder takes the time to plan activities based on children's individual interests, and children are very happy in her care.

- The childminder supports children's good health and well-being effectively. Children learn to manage their care needs well, such as washing their hands before eating. The childminder builds on children's home routines, including allowing times in the day for rest and for energetic play in the fresh air. Children enjoy a wide range of opportunities that support their physical health, such as outings to the woodlands, parks and to farms. The childminder has a good regard to supporting children's dietary needs. For instance, she encourages them to choose from a variety of fruits to develop their understanding of healthy choices.
- The childminder takes a professional approach to evaluating her own practice and identifying how she can continue to develop her own skills and knowledge. For instance, the childminder has continued her own professional development to broaden her understanding of child development. She has used this knowledge to build her understanding of how to successfully support children's personal, social and emotional well-being. This enables her to support children to develop the emotional stability they need for future learning.
- The childminder accurately evaluates her practice. She identifies future improvements for her setting that will benefit the families that use her service. The childminder ensures she acts on the views of children, as part of her reflection. For example, she provides resources that follow children's interests and identifies activities in the local community that support children to build further on specific skills that they enjoy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe and secure environment for children. She assesses risks effectively and takes action to minimise hazards to keep children safe. The childminder ensures that children are supervised at all times in her home and garden, and when on outings. The childminder has a good understanding of her role in safeguarding children. She is clear on the procedure to follow should she have a concern about a child in her care. She completes regular safeguarding training and knows how to identify and report any child protection concerns. This includes signs that children are being exposed to extreme views or beliefs.

## Setting details

<b>Unique reference number</b>	EY458370
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10075369
<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>	3 to 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	24 February 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Bordon, Hampshire. The childminder provides care for children Monday to Friday from 7am to 9am and from 3pm to 6pm, after school and for some school holidays. The childminder holds an appropriate early years qualification at level 4.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- The inspector spoke to the childminder and children, at appropriate times, during the inspection.
- Parents provided their written views of the childminder's service, which the inspector took account of.
- The inspector had a tour of the premises and viewed the areas and resources the childminder makes available for children.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The childminder discussed her self-evaluation and professional development and the impact this had for the children she cares for.
- The inspector observed children as they played, in the childminders home.

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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