

Childminder report

Inspection date: 4 December 2019

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 form close bonds with the childminder and her assistant, and happily enter their homely environment. They settle quickly and form strong friendships with each other. Children behave well, develop good manners, share and take turns. They learn about the letters in their name and self-register their attendance by adding their name card to a wall chart as they arrive. Children build on their awareness of letters and the sounds they represent, and they sing a letter song and eagerly share how to spell their names. Older children confidently count up to 10, compare sizes and name colours. Younger children develop their physical coordination as they manoeuvre large cars around the room and move pasta between containers.

Children enjoy a varied range of opportunities that engage them and build on their learning. The childminder focuses activities around children's interests. Currently children enjoy listening to 'The Gruffalo'. The childminder encourages them to use props to re-enact the story, and to share if they have warts on their nose or a black tongue. Children extend their imagination as they create their own 'Gruffalo'. They use scissors well to cut brown paper, and carefully spread glue to add the 'fur', mouth, eyes and tusks. The childminder and her assistant model to children how to hold the scissors so they develop good cutting skills. They talk with them about what they are doing and encourage them to take their time as 'it is their own creation'.

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

- The childminder maintains her professional development and has attended several courses to build on her skills. She shares information from these with her assistant to develop her knowledge as well. Since her last inspection, the childminder has reorganised her resources and found that this helps children choose toys for themselves and lead their own play. The addition of number cards helps promote children's awareness of numbers and they enjoy using these as they count and match them to other numbers on display.
- The childminder chooses to maintain a range of policies and procedures which she shares with parents. She regularly shares children's achievements and their next steps in learning with both her assistant and the parents. This enables everyone to work consistently together to promote children's ongoing learning.
- The childminder and her assistant are positive role models to children and have high expectations of children's behaviour.
- Partnership with parents is very positive. Parents share how pleased they are with the way their children are developing in their personal and social skills, and in their learning. They receive regular feedback on how well their children are progressing and their next steps in learning so they can build on these at home.

- The childminder and her assistant support children's communication skills well. Children participate in lots of conversation and are confident to share their ideas and interests. Younger children hear language and receive encouragement to attempt to talk, with the childminder and her assistant repeating emerging words back to them correctly.
- The childminder knows the children really well and provides activities that engage them in their learning. The observation and assessment systems help the childminder build on what children can do and identify meaningful next steps in learning. The childminder focuses on preparing older children for their next stage in learning and provides a variety of experiences to help promote their mathematical and literacy development.
- Children learn about their local community. They go for walks to local drop-in groups, and visit the station to count the train carriages. They learn about local support schemes that show compassion to those who need help, such as food banks. The childminder helps children learn about some cultural festivals during the year. However, there are few opportunities for children to gain an awareness of the wider world. The childminder acknowledges that she often does not plan for this.
- The childminder caters for each child's differing needs really well and develops their physical and emotional well-being effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular safeguarding training and keep their knowledge of how to safeguard children up to date. They demonstrate they have a secure knowledge of the signs that may indicate a concern for children's welfare. This includes knowledge around extreme views and other forms of abuse. The childminder's safeguarding policies reflect the relevant local authority safeguarding procedures to follow to report any concerns. The childminder helps children learn how to keep themselves safe and take risks. She assesses her environment for potential hazards and addresses these promptly so children can play in safety.

What does the setting need to do to improve?

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

- make more precise use of information about children's progress, in particular to support their awareness of the wider world outside their local community.

Setting details

Unique reference number	EY102169
Local authority	Hampshire
Inspection number	10063184
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	5
Date of previous inspection	28 July 2015

Information about this early years setting

The childminder registered in 2002. She lives in Four Marks, Alton, Hampshire. The childminder works with an assistant and operates Monday to Friday, all day, for most of the year.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The childminder gave the inspector a tour of the premises and completed a learning walk, where she shared the curriculum intent for her setting.
- The inspector observed the childminder and her assistant playing with the children, and held discussions with them and the children at appropriate times.
- The inspector held discussions with parents at the setting and read other parents' written feedback to gather their views.
- The inspector sampled a range of policies, procedures and children's records.

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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