

Childminder report

Inspection date: 25 February 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

Children enjoy the time they spend with the childminder and her assistant, who provide a caring and safe environment. Children are happy and secure in their care and develop close relationships with them. They demonstrate a positive attitude to learning and make good progress in their development. This was illustrated as children showed good perseverance skills as they carefully threaded pasta tubes onto a pipe cleaner. The childminder and her assistant provide children with lots of praise and reassurance, which helps to support their emotional well-being.

Children's physical development and good health are promoted well. The childminder provides many opportunities to help support larger muscle movement, coordination and challenge to meet children's needs. For example, young children eagerly climb low-level steps, use a slide and learn how to ride a tricycle.

The childminder and her assistant have high expectations for children's learning, and provide a language-rich environment. Children explore the wide variety of activities and quickly become engrossed, demonstrating increasing levels of concentration. The outdoor area provides a wide range of resources and experiences for children to learn about nature, wildlife and the environment. Children are fascinated by the wiggly worms they find. They are motivated to select toys and resources on offer and are confident to follow their own interests. Children take part in many activities where they meet local people and visit places of interest, such as the army vehicle museum.

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

- The childminder and her assistant support children's language development effectively. They introduce and model new vocabulary and help children to pronounce words correctly. For example, when describing pictures of food, the childminder introduces the word 'juicy'.
- The childminder and her assistant have a good understanding of how children learn and develop. They find ways to promote mathematical development through the children's interests. For example, they use the story of 'The Very Hungry Caterpillar' to encourage children to count the fruit in the book. Children show secure counting skills and are able to confidently name the different foods. However, the childminder and her assistant's plans do not always focus precisely on what would benefit each child in their learning. As a result, some group activities are not tailored to each child's needs and, at times, younger children are not fully included.
- The childminder encourages kindness and positive behaviour by promoting the development of social skills and helping children to understand the rules in the home. She follows good hygiene routines that ensure children stay healthy.

However, the childminder and her assistant do not consistently offer younger children opportunities to develop their independence skills. They sometimes offer children support with their self-care needs, before giving them the opportunity to try to do things for themselves, such as wiping their nose and then disposing of the tissue.

- The childminder carries out home visits when children first start, to help her learn about their individual needs. Partnership with parents is strong. Parents' written comments about the quality of care their children receive are very complimentary. They comment on the wide range of learning experiences that are provided for the children. The childminder keeps parents up to date with their children's development. She supports them with suggestions to continue children's learning at home. For example, she introduces activities they can complete at home such as flying a kite or going on a bug hunt.
- The childminder and her assistant attend to children's care needs effectively. They are quick to recognise when children may be hungry or need a nappy change and respond to their individual needs.
- The childminder and her assistant use self-evaluation to help them reflect on their practice and identify areas for improvement. They both access a wide range of training opportunities to help maximise their skills and raise the quality of teaching. For instance, recent training has improved their knowledge of how to support children's behaviour successfully. The childminder and her assistant work effectively as a team. They review their practice daily and evaluate their work. Regular supervision ensures that the childminder's assistant has a good understanding of her role.
- The childminder is effective in promoting children's understanding of the differences and similarities of people beyond their own experiences. Children learn about the diverse community they belong to and develop an awareness of the wider world. For example, they access drums from different cultures and have food tasting sessions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of the various types and signs of abuse, and the procedures to follow should they have any concerns about the welfare of a child. They know how to keep children safe from extreme views and behaviours. The childminder and her assistant ensure their home is secure at all times and any risks and hazards to children's safety are identified. The childminder teaches children how to manage risks safely and with skill.

What does the setting need to do to improve?

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

- focus curriculum planning to support individual learning, adapting activities so that even the youngest children are consistently engaged in learning
- increase opportunities for younger children to build on their independence skills during self-care routines.

Setting details

Unique reference number	EY406990
Local authority	Hampshire
Inspection number	10136590
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 2010. She lives in the Winchester area of Hampshire. The setting currently operates Tuesday to Thursday, between 7.30am and 6pm, for most of the year. The childminder has a relevant level 3 childcare qualification. She employs an assistant who holds qualified teacher status.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The inspector looked at a range of documentation, including evidence of the suitability of adults working and living on the premises, and a sample of the childminder's written procedures.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector viewed the areas of the home that are used for childminding.
- A joint observation of an activity was carried out with the childminder.
- Written comments from parents were taken into consideration.

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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