

Childminder report

Inspection date: 24 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly in the childminder's calm, nurturing care. The childminder gets to know children well. She finds out about their likes and interests and provides a variety of activities to extend their knowledge and skills. For example, she knows that a child likes animals, so they regularly visit the children's farm.

The childminder has high expectations for all children. Children demonstrate their good listening and attention skills. For example, with supervision, children ask the electronic device, 'What do koala bears eat?' They listen attentively to the response and later recall it in conversation with the childminder. The childminder encourages children's language skills well. For example, she listens attentively and makes eye contact with children when she is talking to them. The childminder asks questions that encourage children to think and use their knowledge.

The childminder is a good role model, sensitively encouraging children's social skills and their positive behaviour. Children develop their independence skills, which helps them feel self-confident. For example, from an early age they learn to put on their own shoes and coats. Children make good developmental progress from their starting points in preparation for the next stage of learning.

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

- The childminder keeps up to date with current practice through relevant online training, internet research and discussions with other childminders. She continuously develops her knowledge and skills for the benefit of the young children in her care. As a result, children make good progress.
- Parents' written comments indicate they are very happy with the care and education children receive with the childminder. The childminder evaluates her practice and values feedback from parents. She strives to build positive working relationships with other settings that children attend, including other childminders. This helps to promote continuity of care.
- The childminder is resourceful and finds new ways to capture children's interest. For example, children learn to peel their small oranges. Then, with scissors, they practise cutting the peel into shapes which they dry and use for threading or in collage. This encourages their fine motor skills and increases their sensory awareness.
- The childminder plans activities to encourage the children's development. For example, they play a leapfrog game, encouraging recognition of numbers, quantity and turn taking. The childminder adapts her interactions to the learning needs of each child.
- Information about children's activities and progress is shared regularly with parents. The childminder encourages parents to tell her about events and the

child's progress at home. This enables her to talk to the child about their experiences and build on what they know and can do. The childminder shares ideas with parents to encourage school readiness and independence.

- The children undertake many activities to encourage their awareness of the world around them. For example, they grew flower seeds, regularly watered them and then studied the bees collecting nectar from the plants to make honey. Photographs help the children to recall their activities, including tasting some honey.
- The childminder encourages children's love of books. For example, they visit the library, choose books and enjoy story times. The childminder reads to the children each day, encouraging their awareness of the written word. Children make marks and develop the coordination to enable them to learn to write. However, the childminder does not extend the most able children's early writing skills sufficiently, enabling them to make marks that have meaning.
- The childminder plans regular outings in the local community. For example, they visit the local air museum, attend music and movement sessions and visit parks. These outings help to widen children's experiences, increase their social skills and provide them with lots to talk about.
- Children learn to follow good health and hygiene routines. For example, they learn how to blow their noses independently, dispose of their tissue and wash their hands. They learn about their food, their bodies and why physical activity is important.
- The childminder gets to know children well and teaches them to understand and respect differences between themselves and others. She encourages children to explore the language of feelings, for example through stories.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children well and encourages their awareness of safe behaviour. For example, they learn about road safety and how to use tools, such as knives and scissors, with care. The childminder knows how to identify and minimise risks in the home and on outings in the community. She keeps up to date with current safeguarding requirements through regular training and is aware of wider safeguarding issues. The childminder is aware of the types of behaviour or injuries that would arouse her concern regarding a child's welfare. She knows what action to take to report any concerns to the relevant professionals.

What does the setting need to do to improve?

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

- extend opportunities, particularly for the most able children, to write for different purposes in their play.

Setting details

Unique reference number	111376
Local authority	Hampshire
Inspection number	10063308
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 May 2016

Information about this early years setting

The childminder was registered in 1999. She lives in Andover, Hampshire. The childminder provides care from 8am to 5.30pm, Monday to Thursday, all year. The childminder currently provides funded early education for four-year-old children.

Information about this inspection

Inspector

Lynne Lewington

Inspection activities

- The inspector had a tour of the provision and reviewed the resources with the childminder.
- The inspector observed the quality of care and teaching during activities.
- The childminder and the inspector discussed the activities children undertake and how the childminder plans for children's continuous development.
- The inspector spoke to the children about their activities.
- Written feedback from parents was taken into account.
- A variety of documents and records provided by the childminder were reviewed by the inspector.

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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