

Childminder report

Inspection date:

25 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's care. They have built settled relationships and show they feel safe as they interact with the childminder and each other. The setting is organised and there is a calm atmosphere. The childminder spends time getting to know the children and their families. She finds out about children's care needs and ensures these are well met.

The childminder observes children and identifies what they need to learn next. She has high expectations of children's behaviour. She supports them well to learn good manners and to respect the environment. For instance, children work together to tidy away the toys. Children respond with 'you're welcome' when their friends thank them for their help. Children are very polite in their play and towards each other.

Children demonstrate positive attitudes towards learning. They keenly play and explore within the environment, particularly their self-chosen activities. For example, children build with a range of construction resources. They learn to think critically as they work out what bricks are best to use as 'feet' so that their 'shop' does not fall over.

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

- The childminder knows the children well. She observes them at play and makes accurate assessments of their achievements. This helps her to support children to build on what they already know and can do. However, she does not make the most of play opportunities and daily routines to consistently extend and challenge older children to make the best possible progress.
- The childminder values conversation and talks easily to children to increase their use of vocabulary. She encourages them to recall real-life experiences, such as what they did during the half-term holiday, and listens well to their responses during conversations.
- The childminder helps children to learn about their local community and the wider world in which they live. For instance, young children mix with larger groups of children when they attend the toddler group that the childminder runs. The childminder provides plenty of opportunities for children to be outdoors and physically active. Children enjoy going to local parks and for walks in the woodland area, where they search for different animals.
- The childminder is aware of her responsibilities in working with her husband, who is now registered as her assistant. She ensures his statutory training, including safeguarding, and paediatric first aid, is up to date. She states that her husband helps during one school run each week and occasionally during mealtimes.

- The childminder reflects on her practice, identifying strengths and seeking the views of children and their parents. However, there is scope for her to become more reflective of her own practice in order to identify further ways that she can enhance her teaching skills and the experiences offered to children.
- Children's abilities in early mathematics develop well. They illustrate this as they use numbers and positional language in their play. For example, young children confidently count to 10 in French and hide objects 'in', 'on' and 'under' their play dough.
- The childminder places a strong focus on building children's social skills. Children interact well with the childminder and visitors to the setting. Children confidently express their ideas. For example, they initiate games as they engage in small-world play. They are patient, take turns and delight in placing toy pigs inside the doll's house and putting them to bed.
- The childminder is a good role model and teaches children right from wrong. For instance, she calmly explains why it is important to be kind to each other and not snatch toys from each other. Children behave well.
- Partnerships with parents are good. Parents speak highly about the childminder and her setting. They praise the kind, caring and nurturing childminder and say their children benefit enormously from attending the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of what to do should she have any concerns about a child in her care. The childminder and her assistant have a clear safeguarding policy in place. The childminder has effective strategies in place to keep children safe. She visually risk assesses her home and garden to minimise any potential hazards. For example, she ensures the whole environment is safe for children to play alongside her family pets. Children are well protected. Any accidents are thoroughly documented and communicated to parents. The childminder reinforces simple rules and encourages young children to learn to listen and respond to her instructions. This helps to keep children safe.

What does the setting need to do to improve?

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

- make the most of play opportunities and daily routines to consistently extend and challenge older children's learning
- make better use of self-reflection to improve teaching and enhance further the experiences offered to children.

Setting details

Unique reference number	155655
Local authority	Hampshire
Inspection number	10063342
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 May 2016

Information about this early years setting

The childminder registered in 2002 and lives in Aldershot, Hampshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children. The childminder works with her husband, who is registered as her assistant.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A range of documentation was sampled by the inspector, including children's records, evidence of suitability checks, and policies and procedures, such as safeguarding.
- Discussions took place between the inspector and the childminder at convenient times during the inspection.
- The inspector gathered written feedback and spoke with parents. She took account of their views.
- The inspector discussed children's learning and progress with the childminder, including their next steps and interests.

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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