

# Childminder report

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Inspection date: 28 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are clearly happy and feel safe in the calm and attentive childminder's care. They show great determination as they keep on trying to remove spikes from a toy hedgehog and slot them back in again. Children enjoy a good range of resources that the childminder provides to help their learning. They explore enthusiastically and show high levels of curiosity in the engaging activities the childminder plans. Children concentrate for long periods as they sort and stack bracelets and role play with small figures. However, the childminder does not always have the highest expectations for children.

Children enjoy many social occasions with the childminder. They learn about the wider world and different people when they visit toddler groups and the local park. Children benefit from daily opportunities to take exercise in the fresh air. They learn about keeping safe as they walk to drop older children off at the local school. Children play with children of different ages. This helps them to form new friendships and supports their social skills. Children develop many skills to support them as they move on to the next stage in their education.

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

- The childminder knows the children extremely well. She understands how they like to learn and what they like to play with. The childminder ensures favourite toys are easily accessible for children to choose. Children enthusiastically find a range of eggs and craft resources to explore. The childminder skilfully introduces children to early mathematical language as they play. She comments on the size and weight of the eggs and uses the positional language of 'up' and 'down' as children play with small figures on a see-saw. Children develop an interest in counting, and the childminder supports their early mathematical development well.
- The childminder is a positive role model for children. They learn to use good manners as they ask the childminder to read them stories. She enthusiastically dances with children as they move to music. The childminder encourages children to develop a healthy and active lifestyle. They enjoy finding their eyes, ears and noses, and attempt to jump like the frogs in a story.
- The childminder builds strong partnerships with parents. She supports children to learn about keeping themselves healthy. They wash their hands before they eat, for example, and independently clean their faces after meals. She helps parents to understand the importance of sending a variety of nutritious meals for their children to enjoy.
- The childminder supports children's emotional well-being effectively. She offers them warm praise and encouragement as they play. Children readily ask for cuddles and seek comfort from the childminder when they are tired or need

reassurance. However, at times, the childminder does not consistently help children to understand about keeping the learning environment safe to play in. They push toys off chairs and drop toys on the floor. Although the childminder asks children to tidy away, this is not consistently enforced, and sometimes the floor is cluttered.

- The childminder supports children's early reading and writing well. She reads stories using different voices that children clearly take delight in listening to. They enjoy using pens to make marks on paper. The childminder supports children's speech development. She uses new words for children to hear and repeats back what children say. Children learn to communicate effectively.
- The childminder seeks out training opportunities that inspire her to support children's learning. However, her knowledge is not always current. She is unaware, for example, of recent changes to early years practice. Parents report that they are very happy with the childminder's care. They comment that she offers the 'perfect home from home' for their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures children's safety is paramount at all times. She understands the role she has in safeguarding children and knows what actions to take if she has any worries about children or their families. The childminder has a clean learning environment for children to play in. She helps children to learn the procedures to follow if they need to evacuate the house. The childminder has thorough risk assessments in place that she uses effectively to help to identify and minimise any hazards to children.

## **What does the setting need to do to improve?**

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

- seek out further opportunities to keep skills and knowledge current at all times
- help children to develop a greater awareness of being responsible for their safety and of caring for their learning environment.

## Setting details

<b>Unique reference number</b>	112131
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136167
<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>	0 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	30 November 2015

## Information about this early years setting

The childminder has been operating since 1989 and lives in West Totton, Hampshire. She provides care all year round from 7am to 5pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Emma Dean

### Inspection activities

- The childminder explained how the early years provision is organised.
- The childminder and the inspector held discussions about children's learning and development.
- The inspector observed the interactions between the childminder and the children. She spoke to them at appropriate times during the inspection.
- The inspector viewed areas of the house and garden used for the care of children.
- The inspector took note of written views from parents.
- The inspector sampled documentation, including evidence of suitability checks 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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