

Childminder report

Inspection date:

27 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are very clearly happy and feel safe in the childminder's care. They are polite and caring towards each other. Older children include younger children in their activities and take an interest in what they are drawing, for example. Children enjoy choosing activities from the attractive range the childminder provides. They play games, chat to one another and enjoy colouring completions. Children confidently make choices and decisions. They know and respect the simple house rules the childminder has in place to keep everyone safe. Children clearly know the high expectations the childminder has and they behave well.

Children demonstrate positive attitudes to each other and the childminder. They show high levels of curiosity and determination as they experiment with paper constructions they have made. Children develop high levels of perseverance as they carefully consider modifications and improvements. They listen attentively to suggestions and swiftly follow requests and instructions. Children show that they have good levels of attention as they concentrate for long periods at their self-chosen activities.

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

- The childminder is a respectful and engaging play partner. Children clearly enjoy their time spent in her care. They laugh and chat easily about their school day and their friends. The childminder supports children's emotional well-being effectively as she talks to them about managing their feelings and friendships, and suggests solutions. Children listen carefully and ask questions. The childminder helps them to develop a good understanding of their emotional and mental health.
- The childminder helps children learn about keeping themselves safe. She teaches them about road safety as they walk to and from school. Children carefully look for cars approaching from driveways and along the road before they cross over. The childminder supports children's understanding of healthy choices, such as screen time and how to stay safe online. She also supports parents to help their children stay safe at home when they access the internet.
- The childminder is a very positive role model for children. Children happily take turns and remind each other of the rules of the games they play. They use good manners and clearly enjoy the challenges of playing dominoes. Children learn new words as they play, such as 'blank' and 'double', and excitedly chat about the pieces they can play. The childminder supports children develop the ability to think of solutions and explain their thinking. She offers them warm praise and encouragement, raising their self-esteem well.
- The childminder listens carefully to children's views. She helps them decide what

to play with and asks their opinions of where to go after school, for example. The childminder encourages children to develop an active lifestyle. They take walks in the local area and enjoy playing at local parks. The childminder provides children with a range of nutritious snacks after school. She supports their good health well. Children wash their hands before eating and they clear away after they have finished. The childminder supports children to be responsible and independent.

- The childminder knows the children well. She ensures the resources and activities they enjoy are easily accessible after school. The childminder works effectively with parents and the local school to make sure there are high levels of continuity for children's care and education. She compliments the topics children learn at school with exciting and engaging activities. Children enjoy finding out about the year of their birth when they celebrate Chinese New Year, for example. Parents report they are very happy with the care, support and advice the childminder offers. They comment that the childminder understands their children's needs and that their children's confidence has 'come on leaps and bounds' since being in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe at all times. She has a good knowledge of children protection and wider safeguarding issues, such as the threat of extreme views and beliefs. The childminder knows who to contact if she has any worries about children or their families. She keeps her knowledge current by attending training. The childminder ensures the environment is clean and safe for children to play and relax in, before and after school. She helps children learn about keeping themselves safe.

Setting details

Unique reference number	111114
Local authority	Hampshire
Inspection number	10136151
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	16 September 2015

Information about this early years setting

The childminder registered in 1997. She lives near Hythe, Hampshire. The childminder holds an early years qualification at level 3. She provides care for children before and after the school day, and during the school holidays.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The inspector observed the interactions between the childminder and the children. She spoke to them at appropriate times during the inspection.
- The inspector and the childminder held discussions about how the provision is organised.
- 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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