

# Childminder report

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Inspection date: 27 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	Met
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and secure at this homely setting. The childminder provides children with a nurturing environment where they feel safe and relaxed. Young children form strong attachments with the childminder and she is attentive to their needs. For example, she recognises when they are hungry or in need of reassurance and emotional support.

The childminder has high expectations for children's behaviour. She is a good role model and demonstrates these expectations to children. For instance, she models turn taking, sharing and kindness. Young children are developing an awareness of sharing and offer resources to others, inviting them to participate in their play.

The childminder is ambitious to develop children's learning and they respond very well to her positive encouragement and praise. As a result, children are excited to play and learn with the childminder. The childminder supports children's thinking skills and understanding of new concepts. For example, she introduces language around sizes and demonstrates how to blow balloons. Young children are fascinated to watch how the balloons change in size and imitate the blowing action with their mouths. However, the childminder does not always give children enough time to process these new concepts before moving on to new play and ideas.

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

- The childminder is a good teacher. She has secure knowledge about the children at her setting and accurately assesses their next stages in learning. The childminder creates stimulating activities to enhance their interests and development. For instance, she uses a sensory bag to support children's curiosity for learning. Young children are inquisitive and explore the different items in the bag, including conkers, feathers and light-up balls. The childminder provides new language about the items and how they feel. Children learn new words, such as 'spiky', 'shiny' and 'rough'.
- Children develop good communication and language skills. The childminder narrates children's play well and encourages eye contact. Young children babble while they play and the childminder repeats words to them. Children watch the childminder as she speaks because she uses a lively voice that goes up and down, making it easier for the children to tune in to what she is saying. They explore books together and the childminder sings to children during play and routines.
- Children are keen to explore. They make choices about their play and independently select resources. For example, young children select and explore inset puzzles. They confidently remove the pieces and try to place them back into the correct spaces. The childminder encourages children to keep on trying,

even when they encounter difficulties. Children are developing their resilience as a result.

- Children have a range of opportunities and experiences while in the childminder's care. She plans outings and visits to various local places to support children's understanding of the community and wider world. For instance, they visit local beaches and woodlands to learn about different environments and how they are affected by the seasons and weather. Children also visit local playgroups, where they socialise and interact with other children, enhancing their understanding of diversity within the community.
- The childminder has formed strong partnerships with parents. She communicates with them daily to provide feedback on their children's progress and keeps them fully informed. Parents are happy with the care provided for their children and comment on the how well the childminder communicates with them. Parents are very pleased with the exciting range of activities and outings the childminder offers their children.
- Children develop positive self-awareness. The childminder teaches children to keep themselves safe and to manage risk. For instance, when young children climb, she supports them to climb down backwards, explaining how to be safe. Children are confident doing this as they have practised what she has taught them. Children's awareness of self-care and good hygiene practices is promoted through regular handwashing. However, this could be improved further by encouraging children to wash their hands after nappy changing to enable them to make the links with good hygiene after toileting.
- The childminder is reflective about her setting. She regularly attends training and accesses information to enhance her knowledge and keep her skills up to date. The childminder is keen to keep on learning and improving.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training and accesses information to keep her knowledge up-to-date. The childminder is confident in reporting the signs and symptoms that may indicate a child is at risk of harm. This includes wider safeguarding issues, such as female genital mutilation and the 'Prevent duty'. The childminder understands the procedures to follow if she has concerns about a child's welfare and the appropriate authorities to contact. The childminder implements procedures to ensure children are kept safe around the animals in the household and carefully assesses any potential risk. The household is well maintained and kept secure and safe at all times.

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

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

- review and enhance hygiene routines with the youngest children to further develop their understanding of self-care
- allow children more time to process new information before moving on to new concepts and ideas.

## Setting details

<b>Unique reference number</b>	EY419570
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10132686
<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>	1 to 1
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	23 January 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Fareham, Hampshire. She operates on Thursdays from 8am to 5pm, all year round. The childminder has a childminding qualification. She does not currently provide funded early education.

## Information about this inspection

**Inspector**  
Jamie Smith

### Inspection activities

- A learning walk was conducted with the childminder to understand how the early years provision and the curriculum are organised.
- The childminder and the inspector carried out a joint observation together.
- The inspector sampled some of the childminder's paperwork, including children's records and evidence of suitability checks.
- A meeting was held between the inspector and the childminder.

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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