

Childminder report

Inspection date: 12 March 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 are happy and settle quickly in the care of the childminder. They share close relationships with her, which ensures they feel safe. The childminder provides activities that follow children's interests. For example, children have fun as they shake bottles containing a variety of resources. They identify that some bottles sound louder than others depending on what is inside. The childminder supports children's care and learning needs effectively. She has high expectations of the children, and provides an inclusive environment where all children and their families are welcomed. Children of all ages have access to a good range of resources and play materials. They demonstrate good levels of curiosity, are eager to learn and are confident and self-assured.

Children make good progress in their learning. The childminder follows the children's lead and supports them in making decisions about their learning through play. She knows the children well and plans a good range of activities to support them to progress. She ensures that planned activities are suitable for all ages of children in her care. This enables children to take an active part and to remain focused. For example, during stories, the childminder encourages younger children to participate by feeling the different textures in the book, and older children predict what might happen next.

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

- The childminder encourages children to develop their independence. Older children use the toilet, wipe their noses independently and wash their hands. Younger children are encouraged to help tidy toys away after play.
- The childminder actively promotes positive behaviour. She gives children praise and encouragement and a 'fist bump' for their achievements. Children acknowledge the praise they receive with a smile and return the gesture. Children play together amicably and share resources happily. The childminder takes every opportunity to encourage children to take turns and listen to each other. All children demonstrate good levels of confidence and self-esteem.
- The childminder regularly observes children in their play and completes assessments to check their progress. This helps her to identify any gaps in children's learning. However, at times, information gathered from observations is not used consistently well to decide what children need to learn next.
- Partnerships with parents are good. The childminder works effectively with them to involve them in their child's learning and to establish an effective two-way flow of communication, which helps to provide consistency in children's care and learning.
- The childminder encourages children to count in activities, to support their mathematical development. However, she does not provide many opportunities

for older children to use the language associated with addition, to fully support their learning even further.

- The childminder supports children to develop their physical skills. For example, they have daily visits to the park and woods. Children build on their large-muscle skills and learn to manage risks, such as when they build dens using branches from trees.
- The childminder develops children's understanding of hygiene practices well through daily routines, such as washing their hands before eating snacks and meals. However, she sometimes misses opportunities, for instance, to give children clear messages about making healthy choices, to support them to understand the importance of following a healthy diet.
- The childminder makes good use of spontaneous opportunities to extend children's learning. For instance, as she reads to children and they notice different types of wheeled toys, she asks them how these move. Children know that they must use their feet to pedal a bicycle and push with their feet on the ground to move a scooter.
- Children show a good understanding of what makes them unique, and of the differences and similarities between themselves and others. For instance, during discussions, they observe similarities such as having the same coloured hair, and differences such as the colours of their eyes.

Safeguarding

The arrangements for safeguarding are effective.

Children remain safe at the setting because the childminder is vigilant and supervises them well. She is fully aware of her role and responsibilities, including ensuring she checks the environment daily to help identify and eliminate any potential risks. The childminder has a good knowledge and understanding of child protection issues. She completes regular training to ensure she can confidently identify the signs that may indicate that a child is at risk of harm. She knows what to do and who to contact if she has any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- use the information gathered from children's assessments and observations to plan even more precisely for the next steps in children's learning
- provide more opportunities for older children to use the language associated with addition to extend their already good understanding of mathematics even further
- develop further ways to support children to develop a better understanding of the importance of making healthy eating choices.

Setting details

Unique reference number	EY307490
Local authority	Hampshire
Inspection number	10063213
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	12 August 2015

Information about this early years setting

The childminder registered in 2005 and lives in Basingstoke, Hampshire. She operates all year round from 6.30am to 6.30pm, Monday to Friday. The childminder provides funded early education for three-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector viewed a focused activity with the childminder and held discussions with the childminder and the children at appropriate times during the inspection.
- The inspector took account of the views of parents through their written feedback.
- The inspector viewed a sample of documents, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and her family.

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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