

Childminder report

Inspection date: 5 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 understand the need to behave well and they consistently cooperate with others. This was evident when the childminder gave instructions at the start of a dance activity. Children attentively listened and they joined hands to form a circle. They displayed excitement as they danced energetically to a range of songs. Children practised their physical skills and thoroughly enjoyed shaking different limbs to the rhythm of the music. The childminder praised children for their involvement in the activity.

The childminder is sensitive to the care needs of children and plays an important part in their lives. She offers them access to a safe, homely environment where she teaches them important skills. For instance, the childminder was a good role model as she demonstrated how to slice fruit. Older children carefully copied her technique as they cut and prepared their own snack. Young children made deliberate movements as they independently manoeuvred soft fruit into their mouths.

The childminder aspires to provide all children with a good start to their education. Her home is well equipped with good-quality toys and she offers a variety of play opportunities. Sometimes, the childminder rushes through activities. This means that children do not get as many chances to contribute their own ideas during play.

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

- The childminder provides good opportunities for children to build on their social skills. For instance, she takes children to local playgroups where they meet new friends. Children explore new environments, play with a range of toys and join in with singing activities. The childminder also takes them to local outdoor areas where they collect natural resources to use in their play.
- During the inspection, children dressed up as their favourite book characters. They eagerly discussed their outfits with the childminder, who read them familiar books. Older children anticipated what would happen next in the story and younger children avidly listened. All children took pleasure in the activity.
- At times, the childminder does not allow children plenty of time to process information and make decisions. In these instances, she chooses how to extend children's play.
- The childminder actively seeks training opportunities to build on her repertoire of professional skills. For example, she attends training and researches topics that relate to the early years. Recently, she learned effective ways to model new skills for children. She found this learning useful. In addition, she shares new knowledge with her local childminder network. They are a good source of support for her.

- Following the last inspection, the childminder reflected on how she monitors children's learning. She simplified the methods she uses to track children's progress and is more focused on helping them meet their next steps of learning. She supports all children to make good progress in their learning and development.
- The childminder provides good opportunities for children to explore materials. For instance, children carefully manipulated dough. The childminder encouraged children to use their number skills. They counted the indents they had made in the dough. Older children made size comparisons as they compared different shapes. However, the childminder interrupted the activity to pack away resources. Young children were still fully engaged in play and this confused them.
- The childminder knows that she is an important role model for children. She teaches them how to stay safe when they go into the local community. For example, she read a train book to children. She spoke to them about how they could safely cross the line when the barriers rose up. Children knew to stop and wait when the lights were flashing.
- Parents play an essential role in the childminder's provision. For example, she sends out regular questionnaires to seek ideas for further improvement. Parents praise the high standard of care the childminder offers children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder reduces risk to children through vigilant daily practice. She identified that parts of her garden can get slippery in wet weather. She monitors the situation and provides alternative outdoor play experiences in extreme weather conditions to minimise the risk of accidents. The childminder monitors any contact children have with her dog. She remains nearby to provide guidance and to make sure that they remain safe. The childminder is confident to discuss safeguarding issues. She knows how to recognise children who are at risk of harm. Furthermore, she understands how to share details of concerns with appropriate professionals so that they can help 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:

- provide children with plenty of time and opportunity to consider how they want to extend their play
- allow children of all ages to complete tasks to their own satisfaction to gain a sense of achievement.

Setting details

Unique reference number	EY333885
Local authority	Hampshire
Inspection number	10073666
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	1 to 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2006 and lives in Netley, Southampton. She operates Monday to Thursday from 7.30am to 6.30pm, and on Friday from 7.30am until 1pm, for most of the year. The childminder occasionally works with an assistant. She receives funding for the provision of free education for children aged three and four years.

Information about this inspection

Inspector

Julie Bruce

Inspection activities

- The inspector talked to the childminder about how she plans to meet children's individual learning needs.
- The childminder showed the inspector her training certificates and they discussed different learning opportunities.
- At an appropriate time, the inspector asked the childminder about her safeguarding policies and procedures.
- The inspector viewed interactions between the childminder and children, and they discussed a planned activity.
- The inspector reads some views communicated by parents about the childminder's provision.

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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