

Childminder report

Inspection date: 9 March 2020

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| 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

The childminder creates a welcoming environment for the children she cares for. Children are keen to explore and settle happily as they quickly engage in activities to help build on what they know and can do. For instance, older children work together to create pens for animals in their 'zoo'. They share ideas confidently and listen to each other's ideas respectfully. The childminder has high expectations for children, in particular she focuses on supporting children's personal, social and emotional development. This has a very positive impact for children, who are very polite and well behaved as they play with their friends.

The childminder develops strong bonds with the children she cares for. She recognises and values the differing needs of children and tailors care to meet these needs well. Children benefit from opportunities to eat healthy snacks and rehydrate themselves regularly. The childminder swiftly tends to younger children's care routines. She respectfully explains to them what she is intending to do before she changes their nappy.

The childminder promotes children's speaking and listening skills well. She introduces new language into younger children's play. She teaches older children the meaning of new words, to support their vocabulary skills well. Children are confident and fluent communicators. Older children are developing some early reading skills, in readiness for moving on in their learning, when the time comes.

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

- The childminder is passionate in her role in providing children with good-quality care and learning experiences. She has a good understanding of children's individual interests and abilities and plans a challenging curriculum to help them make good progress. Children are keen to learn and the childminder captures opportunities to weave in new knowledge well. For instance, the childminder encourages children to think about what sort of animals will live in the pens they make. Older children share ideas and make suggestions, as they work together in their creative play.
- The childminder helps older children to develop their early reading and writing skills well. For instance, as children draw pictures, the childminder teaches them to write their names. She sensitively offers guidance in how to write familiar letters in children's names and teaches them about the letters and sounds they represent. Children listen carefully and repeat back what they have been taught, confidently saying, 'Look, I have written it myself.' These skills lay good foundations for children to develop well the knowledge they need for future learning.
- Children develop strong, trusting relationships with the childminder, and with

each other. The childminder is a good role model. She treats children with kindness and respect. In turn, children learn how to value and respect the differing needs of their friends. For instance, older children recognise that they need to wait for a short time so that the childminder can finish reading a story to their friend, before she can help them. Children are very well behaved. They are kind and considerate to one another and develop good personal, social and emotional skills.

- Partnerships with parents are good. The childminder shares a good range of information with parents, to keep them informed of children's progress. She works successfully with parents to support learning at home. For instance, she follows home routines for younger children, to help promote consistency in sleep arrangements. Parents speak very positively about the childminder and value the good-quality care and learning she provides. However, the childminder does not maximise opportunities to work in partnership with all early years settings children attend, to improve the consistency in children's learning experiences.
- Children develop a good understanding of how to use technology. They confidently operate electronic equipment, including asking voice-activated speakers to find out answers to questions. For instance, as they use technology to research what a baby crocodile is called, they listen carefully to the answer and confidently share this with the childminder.
- The childminder helps children to learn about the community they live in, through daily outings. For instance, children visit parks, toddler groups and indoor play areas. The childminder uses some opportunities to introduce children to festivals from their own and other people's cultures. However, she does not use these experiences to fully expand children's understanding of the diverse lives, cultures and backgrounds of people in the wider world.
- The childminder completes regular training to ensure that her knowledge is updated and is used to benefit the children she has in her care. For instance, recently completed training on how to support children's communication and language skills helps her to develop her teaching of specific speech sounds, to support children's speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date, in line with local child protection procedures. The childminder has a good understanding of how to identify any concerns about children, including from wider safeguarding concerns, such as the 'Prevent' duty. She has an accurate understanding of how to record and report any such concerns to protect children from harm. The childminder shares this information with her assistant, to ensure that they work closely together to keep children safe. The childminder ensures that she supervises children at all times by keeping them within sight or hearing.

What does the setting need to do to improve?

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

- enhance partnership working with all other early years settings that children also attend, to build an effective two-way flow of information that provides children with consistency in their care and learning
- increase children's experiences and understanding of the diverse lives, cultures and backgrounds of people in the wider world.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 111160 |
| Local authority | Hampshire |
| Inspection number | 10136114 |
| 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 10 |
| Total number of places | 6 |
| Number of children on roll | 16 |
| Date of previous inspection | 14 June 2016 |

Information about this early years setting

The childminder registered in 1992 and lives in Romsey, Hampshire. The childminder provides care for children Monday to Friday from 7am to 6.30pm, for most of the year. The childminder holds a relevant early years qualification at level 3. She occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The childminder showed the inspector around her home and explained how she organises the provision.
- The inspector observed the childminder and evaluated the quality of her teaching.
- Parents and children shared their views and the inspector took these into account.
- The inspector spoke with the childminder at convenient times during the inspection to find out about her knowledge of safeguarding, child development and how to keep children safe.
- The inspector looked at relevant documentation.

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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