

# Childminder report

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Inspection date: 27 February 2020

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<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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time in the childminder's calm and attentive care. They readily approach her for cuddles when they are tired and clearly delight in her engaging company. The childminder supports their emotional well-being effectively. Children benefit from an exciting range of activities that the childminder plans to help their learning. They enthusiastically explore musical instruments and take part in weekly music and movement sessions. Children benefit from outings to local parks, the woods, the library and social occasions with other local childminders and their children. This helps children learn about different people and different places.

Children are happy and confident. They know the simple rules the childminder has in place to help them stay safe. Children enthusiastically greet their friends in the morning and share their toys as they play together. At times, however, the childminder does not make the most of teaching opportunities that arise as children play. Occasionally, she completes tasks for children and does not always have the highest expectations of what children could manage themselves.

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

- The childminder knows the children well. She knows what they like to play with and what activities they enjoy. The childminder makes accurate assessments of what children can already do. She plans activities to help build on their learning. Children enjoy making marks in paint and trying to print with their hands, blocks, animals and cars. They also explore what happens when they mix paint colours. The childminder asks children to think and predict, supporting their investigative skills well.
- The childminder supports children effectively to develop good communication skills. She teaches them new words and repeats back what they say so they can clearly hear the words they use. Children enjoy engaging story times and singing sessions. They show good levels of concentration as they explore a variety of books that the childminder provides. Children are supported effectively to develop their early reading skills.
- The childminder forms strong working partnerships with parents and others who are involved with the children. Parents comment on the invaluable support and advice the childminder offers them. She encourages parents to send a variety of healthy meals for children to enjoy in her care. Children enjoy lively dancing to songs led by the energetic childminder. They stomp, jump and march enthusiastically. The childminder helps children to learn about developing a healthy and active lifestyle.
- The childminder encourages children to develop early mathematical skills. She counts with children as they put on aprons before painting and the number of fingers they have as they wash their hands. At times, though, the childminder

does not make the most effective use of activities to support children's learning to the highest levels. She completes tasks for children that could be learning opportunities for them.

- The childminder is a positive role model for children. She swiftly helps children to understand what is appropriate behaviour and helps them to find the words to use to speak to their friends. The childminder offers them warm praise and they behave well. She is very respectful of the children's wishes and they clearly feel safe in her care.
- The childminder does not always keep her skills and knowledge current. She is not aware of some of the most recent changes to early years practice. However, the childminder has plans in place to develop her setting and make positive changes for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder places a high focus on keeping children safe in her setting. She has thorough risk assessments in place that she uses effectively to identify and minimise hazards to children. The learning environment is clean and well organised for children to play and learn in. The childminder understands her duty to promote children's welfare at all times. She knows about child protection and the actions to take if she has any concerns about children's well-being. This includes the risk of children being exposed to extreme views and beliefs.

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

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

- make the most of all opportunities that arise as children play and during daily routines to support and extend children's learning in all areas to the highest levels
- seek out further opportunities to keep skills and knowledge about early years practice current at all times.

## Setting details

<b>Unique reference number</b>	EY456805
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108838
<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 at time of inspection</b>	1 to 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	11 September 2013

## Information about this early years setting

The childminder registered in 2013. She lives in Totton, Hampshire. The childminder provides care Monday to Thursday, from 8am to 6pm, throughout the year. She receives funding for free early years education for children aged two, three and four years. The childminder holds early years professional status, a level 6 qualification in early years.

## Information about this inspection

### Inspector

Emma Dean

### Inspection activities

- The childminder explained how the early years provision is organised.
- The childminder and the inspector held discussions about children's learning and development.
- The inspector observed the interactions between the childminder and the children. She spoke to them at appropriate times during the inspection.
- The inspector viewed areas of the house and garden used for the care of children.
- 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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