

# Childminder report

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Inspection date: 9 March 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**

The caring and experienced childminder provides a safe and enjoyable environment for children to play and learn. Children show that they feel safe and have secure relationships with the childminder as they contentedly sit on her lap to look at books. Children are very confident and happily explore the wide range of resources in the homely environment. They have a positive attitude to learning and persevere at new skills under the skilful guidance of the childminder. For example, two-year-olds learned how to use a rolling pin to flatten the modelling dough. Children show great pride in themselves when they accomplish their goal, which helps them to develop resilience.

Children behave well and play harmoniously with each other. They respond to the childminder's clear and consistent support. They share and take turns as they play, and cooperate when asked to do something, such as tidying up. Children are keen to take part in the interesting activities the childminder provides, which are based on their interests. For instance, they push model cars through paint to make marks. The childminder promotes children's love of literacy and rhyme well. For example, when reading to children she pauses to allow them to chant familiar phrases from a favourite story. Older children enjoy using props from story sacks, such as picture cards, and place them in sequence to help them tell the story.

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

- The childminder places a strong focus on supporting children's communication and language skills. She models new words, encourages children to repeat them and gives clear explanations of what words mean. All children, including those with delays in their language skills, are becoming confident talkers and make good progress. For instance, older children confidently explained what they enjoyed doing over the weekend. Young children said recognisable words as they had imaginary conversations on a play mobile phone. However, the childminder sometimes asks several questions in succession before giving children time to respond and develop their thinking skills further.
- Children have plenty of rich opportunities to explore their local rural environment. They learn about the natural world as they explore the woods. Children meet new people, for instance, on trips to the village post office to buy stamps and to post cards they have made. The childminder helps children learn about and respect people's differences as they talk to and meet people who are different from themselves. The childminder takes children to parks where they develop their physical skills and learn to manage their safety well as they tackle challenging climbing equipment.
- The childminder uses her observations and assessments of children's development to plan activities that support them to reach the next steps in their

learning. This helps children to make good progress from their starting points. However, she sometimes misses opportunities to extend children's understanding of numbers and counting as they play.

- Partnerships with parents are strong and effective. Parents comment very positively about the childminder. They value the regular updates she provides about their children's progress and how to support their development at home. The childminder is sensitive in supporting children's emotional well-being. She works closely with parents to help her meet children's ongoing care and learning needs. This is very evident with children new to her setting, who have settled very quickly and make rapid progress in their learning.
- Children are developing high levels of independence and important self-care skills, such as using the toilet and drinking from an open cup. The childminder teaches children effective ways to keep healthy. For instance, they sing a familiar rhyme twice while washing their hands to ensure they are thoroughly clean. Older children confidently explained that this is because 'we don't want germs when we eat'. Children benefit from and enjoy the healthy and nutritious meals the childminder provides.
- The childminder regularly reviews the quality of the curriculum she provides and makes worthwhile improvements. For instance, she has labelled the boxes of resources with pictures and words so children can find and return toys independently. She invites parents to share their views on the provision to help her to identify any areas for future development. The childminder uses skills learned through training to support children successfully. For example, she uses signs to aid her communication with children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. She keeps her knowledge up to date and has completed safeguarding and child protection training. The childminder has robust safeguarding policies and procedures and implements them successfully to protect children from harm. She has a broad understanding of wider safeguarding issues and understands how to identify and report any concerns. The childminder assesses risks well and takes effective steps to 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:**

- develop further the already good use of questioning and allow children enough time to think and respond to questions during play and discussions
- use opportunities that arise to extend and develop children's mathematical language and concepts more consistently.

## Setting details

<b>Unique reference number</b>	150811
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136288
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 December 2015

## Information about this early years setting

The childminder registered in 2000 and lives in Kings Sombourne, Hampshire. She works from 7am to 6pm, Monday to Friday, for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She has an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Jacqueline Munden

### Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The childminder and the inspector completed a learning walk through areas of the home and garden being used for childminding, to see how the early years provision and the curriculum are organised.
- A range of documentation was sampled, including records relating to children, safeguarding procedures and the written views of parents.

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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