

Childminder report

Inspection date: 10 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a safe and nurturing environment for children. They both offer reassurance and comfort to children when they need it. This supports children to form secure attachments and promotes their well-being. Children are very happy in the setting and clearly enjoy their time with the childminder and her assistant. For example, they laugh and squeal with anticipation as they eagerly wait for the actions during a familiar song. Children confidently explore the activities and are very eager to take part. They are able to lead their own learning and readily share their own thoughts and ideas. For example, they ask to do 'sticking' and 'cutting', which is promptly set up by the assistant.

Children's behaviour is exemplary. They understand the rules and routines of the setting and follow them exceptionally well. Children listen intently to instructions and have respect for the childminder, her assistant and their peers. They have made important friendships, where younger and older children play together harmoniously. Older children support younger children to engage in activities and are kind and caring towards them. For example, children give the youngest children musical instruments to play with when they notice that they do not have one.

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

- The childminder is a very reflective practitioner. She ensures that both herself and her assistant keep up to date with changing legislation and practice. For example, the childminder will share key messages and information with the assistant following any training. She regularly asks parents and children for feedback and incorporates this into the planning to further improve outcomes for children.
- The childminder works exceptionally well with outside agencies and settings that she shares the care of the children with, to support children with special educational needs and/or disabilities. For example, she successfully worked in partnership to implement speech and language strategies, to support children in her care.
- Parents are exceptionally happy with the care and learning that the childminder provides to their children. They shared that the childminder knows their children very well and gives them ideas to continue learning at home. Parents state the childminder provides 'excellent care' and that she is part of their family.
- The childminder understands how children learn and develop. She uses this knowledge to provide a sequenced curriculum that builds on what children already know and what they need to learn. The childminder and her assistant discuss regularly the plans and activities they will use to meet the next steps of every child. All children are making exceptional progress.
- The childminder and her assistant have excellent hygiene procedures in place

and ensure that children understand how to keep themselves healthy. Older children independently and successfully undertake their own care routines. The childminder and her assistant are sensitive when caring for the youngest children. For example, they give children some privacy when changing them and sing and talk to them throughout.

- The childminder teaches mathematics well. She knows the areas the children need to work on and uses specific activities that engage and motivate them to learn. For example, children demonstrate their understanding when they recognise the numbers in the book and talk about what comes next and how many animals are left to find. However, occasionally, the childminder and her assistant do not always allow children enough time to process their thoughts when asking them a question, before offering them a solution.
- Children's views are respected and listened to as they share their own experiences and thoughts with the childminder and her assistant. Children share that they have lots of friends, including the childminder and her assistant. They can choose 'anything' they want to play with and 'love' coming to the childminder's home. Children show very high levels of curiosity and enjoyment in the activities that are provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that both herself and her assistant access regular safeguarding training to keep children from harm. They both demonstrate a thorough understanding of the signs and symptoms of abuse, including the wider aspects such as the 'Prevent' duty. The childminder and her assistant carry out daily risk assessments to identify potential hazards and remove these to keep children safe. The childminder regularly checks the ongoing suitability of her assistant to ensure that she remains suitable to work with children. The assistant is aware of what changes in her own suitability she must inform the childminder of.

What does the setting need to do to improve?

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

- ensure enough time is given to children to enable them to process questions being asked and to think and identify solutions for themselves.

Setting details

Unique reference number	119849
Local authority	Isle of Wight
Inspection number	10072334
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	26 April 2016

Information about this early years setting

The childminder registered in 1994 and lives in Shanklin on the Isle of Wight. She operates Monday to Friday from 8am to 6pm, all year round. The childminder takes funding for two-, three- and four-year-olds. She has a National Vocational Qualification at level 3 in home-based childcare and works with an assistant.

Information about this inspection

Inspector

Jayne Godden

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities.
- A discussion was held by the inspector with the childminder as she carried out an activity with the children. This was to assess how well the childminder monitors the quality of teaching.
- The inspector assessed how well the childminder and her assistant understand and implement policies, and how they monitor children's learning.
- A learning walk was carried out by the inspector and the childminder, to gain an overview of the curriculum offered and how they implement this.
- The inspector reviewed comments from parents and talked to the children during the inspection, taking their views into account.

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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