

# 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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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 childminder offers a warm and welcoming environment. She has high expectations for the children and provides exciting play areas with a good range of activities for them to choose from freely. Children are happy to attend and build strong bonds with the childminder. They respond well to her gentle and consistent approach.

Children are curious learners and are keen to initiate their own games, such as racing cars across the floor. The childminder supervises children vigilantly and is quick to remind them to be mindful of their younger peers.

The childminder supports children's literacy skills well. Children enjoy looking at books, cuddle the childminder and listen to stories. They are learning to sound out the letters of their name, use a wide range of media to make marks and give meaning to the marks they make. The childminder supports and extends children's language and communication development well. She engages in discussion with children and gives them the time and space to consider their responses. For example, children pretend to make the childminder a cup of tea. She uses these opportunities to encourage them to think about what they need to do if the tea is hot, building on their understanding of personal safety.

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

- The childminder has strong relationships with parents. She obtains detailed information about children's home lives and achievements, and ensures settling-in procedures meet the individual needs of each child. The childminder provides parents with guidance on how to support their child's learning at home. This is having a positive impact on parents' engagement in children's ongoing development. Parents comment on how well the childminder communicates with them about their children's learning and experiences.
- The childminder makes accurate assessments of children's learning. She closely monitors their progress and plans activities that help to build on what children know and can do. Children explore their environment and select resources of interest. For example, they focus on connecting the train track pieces, enjoy construction play and show good coordination as they build towers. However, the childminder does not make the most opportunities to extend the development of children's early mathematical skills.
- Children behave well. They are aware of the behavioural expectations in the setting, which the childminder reinforces positively. The childminder gives children lots of encouragement and praise. This helps them to develop good levels of self-esteem. When small disputes occur, she leads by example to help children understand each other's needs and rights to play. Children learn how to

behave, share and take turns willingly.

- The childminder regularly evaluates her setting to drive improvement. She consistently reflects on the care and learning needs of all children and updates her skills to improve outcomes for children. Since the last inspection, she has enhanced the learning experiences she provides for children outdoors. For example, children delight in planting and harvesting vegetables, which helps to build on their understanding of the natural world. The childminder regularly shares good practice with other childminders. She obtains the views of others, such as parents, and uses their ideas to make improvements that benefit all children.
- The childminder works closely with parents and seeks out resources to support the learning of children who speak English as an additional language. This helps to ensure children hear and learn other languages and respect other cultures. The childminder regularly takes children into the local community, where they mix with others and develop good social skills. Children explore a range of festivals around the calendar year and play with toys that portray positive images of diversity.
- Children show good levels of independence, such as tidying away toys and washing their hands with little prompting. Toddlers feed themselves well and older children politely tell the childminder when they have finished their food and ask to get down from the table. However, the childminder does not always give young children enough privacy when carrying out their personal care routines.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her child protection training. She has a strong knowledge of this subject, including recognising indicators that children may be at risk of harm from extreme behaviours and views. The childminder is organised and actively implements her wide range of policies and procedures, which she shares with parents. She uses regular and concise risk assessments to help maintain the safety of the environment. Children learn how to keep themselves safe. For example, they regularly practise evacuation drills and learn how to cross the road safely.

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

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

- allow young children more privacy to carry out their own personal care routines
- develop further opportunities to challenge children's mathematical development during their play.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY409863  |
| <b>Local authority</b>                             | Hampshire   |
| <b>Inspection number</b>                           | 10136624  |
| <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> | 0 to 12   |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 11 November 2015  |

## Information about this early years setting

The childminder registered in 2010 and lives in Grateley, near Andover, Hampshire. She operates Monday to Thursday from 7.30am to 6pm, and Friday before and after school only. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Franks

### Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was reviewed by the childminder, including training certificates and public liability insurance.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do, and discussed her observations with the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.

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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Piccadilly Gate  
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Manchester  
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