

Childminder report

Inspection date: 22 January 2020

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

Children thrive in the childminder's care. They behave well and show kindness towards others, sharing the toys well with babies. The childminder quickly develops strong bonds with children that promote their emotional well-being very effectively. For example, she cuddles babies closely, promoting eye contact and reassurance. They respond with beaming smiles and babbling sounds as the childminder sits them on her knee and sings to them. Older children show they feel safe and secure as they snuggle up to the childminder while looking at their favourite books together. The children wait in anticipation for her to pause and then chant familiar phrases in the story. This promotes children's love for literacy and rhyme well.

Children are keen to explore the wide range of resources and activities that help them to make good progress. Children have many chances to increase their understanding of mathematical concepts. For example, they learn to use a tape measure to measure the towers they build. Children show they are developing good counting skills and recognise numbers. However, children have fewer opportunities to learn about and use technology during their play. Overall, children are learning to be independent and develop good physical skills. Older children enjoy the challenge of climbing apparatus at the park and babies spend time on their tummy to help strengthen their neck and shoulder muscles.

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

- The childminder reflects on her practice well and evaluates the effectiveness of her provision. She engages parents and children in the process. She meets with other childminders to share good practice and completes training to develop her knowledge and skills further. The childminder uses what she has learned well, which has a positive impact on outcomes for children. She has recently improved her knowledge in supporting children's early writing skills, and she now provides more activities to promote this. For example, at the inspection, children enjoyed using large paintbrushes and water to 'paint' the walls in the garden.
- Generally, the childminder plans activities well to help build on what children know and can already do. She places a strong focus on supporting children's communication and language skills. For example, she models new words and encourages children to repeat them and gives clear explanations of what words mean. This helps to increase children's vocabulary and understanding, and as a result, they are becoming confident talkers. However, the childminder has not fully considered ways to help children to learn more about technology when planning the curriculum.
- The childminder develops strong partnerships with parents, who 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 to supporting children's emotional well-being. This is very evident with babies new to her setting who have settled very quickly.

- Overall, older children are learning a wide range of skills they need for the next stages in their learning, such as taking turns and playing alongside others. They listen to instructions, and happily cooperate when asked to do something, such as helping to tidy up. Children are developing important self-care skills, such as using the toilet and washing their hands afterwards to help keep healthy. However, children's independence is not consistently promoted to the highest level. The childminder often does tasks for the children which they could attempt to do for themselves, for instance, putting on their hats and coats.
- Children enjoy many experiences that enhance their learning and enjoyment. For example, they were thrilled at going on a bus journey to a local town. The childminder regularly takes children to toddler groups where they develop social skills and meet with people in their community. Children show they are learning about how to keep themselves safe. For example, children tell the inspector that they have to be careful when they go to the pond as there is water. The childminder helps children learn about and respect people's differences as they talk to and meet people who are different from themselves.

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 or neglect. She keeps her knowledge up to date by attending training. The childminder has safeguarding policies and procedures in place and shares these with parents. She has a good 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 in her home and when on outings.

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 to fully support children's growing independence skills
- provide more opportunities for children to increase their understanding of technology and how it is used.

Setting details

Unique reference number	EY393741
Local authority	Hampshire
Inspection number	10063231
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	7 September 2015

Information about this early years setting

The childminder registered in 2009 and lives in Swanmore, Hampshire. She works Monday to Friday, all year around from 7.30am to 6pm. 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 childminder and the inspector completed a learning walk through areas of the home being used for childminding, to see how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and jointly assessed with the childminder the impact this has on children's learning and personal development.
- A sample of documentation, including records relating to children, safeguarding procedures and the written views of parents was viewed by the inspector.

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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