

Childminder report

Inspection date:

16 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the childminder, who places their emotional well-being at the core of her ethos. This helps younger and less confident children to settle happily and gain confidence as they play and learn. The childminder recognises the different needs children have and adapts the care she provides extremely well. Younger children relish cuddles and benefit from the emotional security the childminder provides. Older children behave well. Children develop good attitudes to learning. They are keen to try new experiences, and the childminder offers an abundance of praise and encouragement, which helps to instil high levels of self-esteem in children.

The childminder plans a broad curriculum to meet the differing ages and abilities of children she cares for. Toys and resources are bountiful and children are encouraged to independently choose those that interest them. This helps to motivate children's play and provides opportunities for the childminder to weave in learning as they play. The childminder provides activities based on children's individual interests, to ensure that learning is fun and challenging for them. For instance, she provides good opportunities for children to choose favourite books to share. Older children enjoy matching pictures to musical buttons and point out characters in stories. Younger children bring books to share with the childminder, who fosters children's early interest in literacy well.

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

- The childminder provides a home-from-home setting for children, where they benefit from good-quality care and learning experiences. The childminder places a strong focus on supporting children's personal, social and emotional development. For instance, she works closely with parents to find out about children's individual likes, interests and care routines. She tailors children's care to meet the individual needs of all children. This helps the childminder to support children with consistent routines. The childminder is quick to notice children's care needs, such as when children are hungry, tired or need a cuddle. This helps to support children's emotional well-being effectively.
- The childminder engages children in conversations to help them to develop their language and communication skills. She introduces a wide range of new words and models language, repeating back words clearly for children to hear. Children concentrate well in activities. They listen carefully to the childminder and respond positively to her and to one another. However, the childminder does not use the information gained from assessing younger children's speaking to plan precisely to support their communication and language skills to the highest level.
- Children develop good independent skills, and they are keen to manage some age-appropriate tasks for themselves. The childminder uses her daily routines to

encourage and promote children's independence. For instance, she encourages children to pick their favourite fruit snacks and feed themselves, and she teaches older children how to wash their hands before they sit to eat. Children are very confident in being able to do things for themselves. This helps children gain skills to be ready for moving on in their learning.

- Children benefit from the good range of nutritious home-cooked meals and snacks the childminder provides for them. They enjoy a variety of opportunities to gain fresh air and exercise, such as outings to local toddler groups, the library and trips to the park. Children develop a good understanding about their local community and the wider world.
- Partnerships with parents are well established and used to promote children's care and learning well. Parents speak very highly of the childminder and how well she supports their children. They say that the childminder offers advice to them, which they value, to help them to continue with a shared approach to supporting children's good behaviour.
- The childminder continues to reflect on her practice and gains the views of parents and children to strengthen her service. Since her last inspection, the childminder has strengthened how she works with parents, to gain a better understanding of children's interest and care routines, to help children transition to her setting. The childminder attends some training to build on some areas of her teaching. However, she does not always research training opportunities that specifically relate to the youngest children in her care, particularly to build on developing their speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She understands her responsibility to protect children from harm. The childminder is aware of the signs and symptoms in relation to child protection and wider safeguarding issues, including extreme views or behaviours. She ensures that safeguarding training is updated regularly to keep her knowledge and understanding up to date. She knows how to identify and report any welfare concerns she has about children in her care, to keep them safe.

What does the setting need to do to improve?

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

- develop a sharper focus on planning to target children's next steps in learning more precisely, to help build their skills over time
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

Setting details

Unique reference number	EY425549
Local authority	Hampshire
Inspection number	10074753
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 2011 and lives in the Chandler's Ford area of Hampshire. She provides care for children Monday to Friday, from 7.30am to 7.30pm, for most of the year. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector observed the quality of care and teaching and assessed the impact on children's learning, development and welfare.
- The inspector looked at a sample of documents required for the safe and effective management of the provision.
- Parents provided written testimonials about the childminder and the inspector took their views into account.
- The inspector had a tour of the areas of the home used for childminding.

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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