

# Childminder report

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Inspection date: 14 October 2019

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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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and they confidently seek, receive and enjoy the attention of the childminder. She has high expectations for each child and they all make good progress. The childminder recognises each child's individuality and encourages their interests well. She is a positive role model and children respond to her warmly. They are learning to share, be kind and take turns in their activities. They use the resources with care and demonstrate good manners.

Children confidently explore the resources and quickly become engrossed, demonstrating high levels of concentration and independence. The youngest children enjoy cuddles and the freedom to safely explore in-between their naps and feed times.

Children listen attentively to stories and learn how to use books with care. They are beginning to use mathematical language in their play, for example, as they count the trains and refer to size and position in their play. They demonstrate increasing mark-making skills as they write and draw on the whiteboard.

Children benefit from outings to local parks, toddler groups, lakes and animal farms. This encourages their social skills and provides them with things to talk about and ideas to use in their play. Children talk about their families and experiences, which increases their awareness of each other.

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

- The childminder provides nurturing and attentive care. She is calm and patient in her interactions and encourages children to make choices and decisions. This increases their independence and self-confidence in their own abilities. For example, at mealtimes, the childminder provides a choice of items to eat. Children listen to each other as they each make a selection.
- Children thrive and confidently participate and explore the resources. They are creative in their play. For example, they independently start a game of 'doctors', where some pretend to be the patient and others pretend to provide medical care and medicine.
- The childminder provides a wide range of interesting and stimulating activities that support learning effectively. She encourages children's language, early mathematics, creativity, mark making and physical development by following their interests and ensuring resources are easily accessible. However, sometimes, the childminder misses opportunities to teach children and extend their knowledge. For example, when exploring natural autumnal objects, children do not hear the names of the items, or when they decide to have music on, they are not encouraged to listen.

- Children develop a good understanding of healthy lifestyles relevant to their age. For example, they confidently remind each other that they need to wash their hands before mealtimes. They enjoy the physical opportunities to dance and jump about.
- The childminder values parents' knowledge of their children. She encourages parents to keep her informed of children's activities and progress at home. This enables her to understand their child and talk to them about events and activities to encourage their recall and language development.
- Parents comment very favourably on the high-quality service the childminder provides. They say she is reliable and helpful, and that children love attending. Parents can see the progress their children make in her care.
- The childminder quickly gets to know each child well. She encourages their personal independence particularly well and ensures children are well prepared for the move to the next stage of their education. The childminder's daily interactions and observations of the children enable her to identify gaps in children's learning and carefully plan opportunities to encourage their individual progress. If she is concerned about a child's progress, she encourages parents to seek professional advice.
- The childminder provides appropriate supervision and guidance to her assistant to ensure a high quality of care at all times.
- The childminder seeks the views of parents, discusses practice with other childminders, monitors children's progress and attends regular training opportunities. These all help her to reflect on the provision she offers and plan for continuous improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her safeguarding role. She ensures the premises are secure and carries out regular risk assessments to ensure the premises and resources remain safe for children to use. The childminder keeps up to date with child protection training and ensures her assistant is knowledgeable. She knows the procedures to follow if she has concerns about the welfare of a child or if an allegation is made. A clear safeguarding policy is in place to provide guidance and inform parents of her safeguarding role.

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

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

- strengthen how activities are used to engage children in discussion more often to further promote their attention and language skills.

## Setting details

<b>Unique reference number</b>	EY386191
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063228
<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</b>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	24 September 2015

## Information about this early years setting

The childminder registered in 2008 and lives in Andover, Hampshire. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder provides funded early education for three-year-old children. Her husband occasionally works as an assistant

## Information about this inspection

### Inspector

Lynne Lewington

### Inspection activities

- The inspector had a tour of the premises and reviewed resources with the childminder. The childminder explained about risk assessing and safety on the premises and on outings.
- The inspector reviewed the certificates and documents provided by the childminder.
- The inspector observed the childminder and children at play and discussed their activities.
- The inspector took account of feedback from parents about the childminding provision.
- The inspector discussed how the childminder reflects on practice and strives for continuous improvement.

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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