

Childminder report

Inspection date: 4 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and they feel safe in this nurturing environment. They have formed strong attachments with the childminder and have made close friendships with their peers. Children beam with pride as they show the childminder the pictures they have drawn of their favourite book characters. The childminder has high expectations of children's behaviour and is an excellent role model. The childminder praises and encourages children, which builds their self-esteem. The children are consistently encouraged to take turns and share toys.

The childminder asks the children questions to extend their learning and teach them skills needed for the next stages in their learning, such as school. Older children learn about personal space and respect, while younger children strengthen their physical skills by moulding and cutting play dough. Babies develop language and listening skills through listening to the childminder, who provides narratives during their activities.

The childminder creates a supportive environment where parents are informed in detail of their child's progress and how to extend their learning at home. The childminder knows children well and plans effectively for their next steps with fun and practical activities.

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

- The childminder promotes mathematical skills and models language well. For example, she routinely introduces new words as she plays alongside children to help to extend their vocabulary.
- The childminder actively builds effective relationships with parents. She suggests how parents can help their children to achieve the next steps in their learning. For example, she sends home books for parents to continue learning at home.
- The childminder liaises with other settings that children attend. This helps to provide continuity in children's care and education.
- Parents are complimentary about the childminder. They say that she is exceptionally friendly and supportive. Occasionally, the childminder misses opportunities to strengthen her self-evaluation of her practice by not consistently seeking the views of parents and children.
- Children enjoy books and select their favourite stories. They listen carefully to the childminder's enthusiastic storytelling, enjoying the way she varies her voice for the different characters. Children concentrate, listen and retell the story with enthusiasm.
- The childminder carefully monitors children's progress. She uses the progress check at age two to highlight any areas where children need additional help. She shares information with other professionals, as appropriate, to support children's

development and needs.

- Children display strong social skills and are kind and considerate to each other. For example, when they share play dough cutters and help each other to use scissors and cutters. The childminder praises children for their achievements and positive behaviour.
- Children manage their self-care well. The childminder promotes children's independence. For example, children put their coats and shoes on, collect their own lunch boxes and help tidy away. However, sometimes children can not be as independent as they could be as pegs are not low enough for younger children to reach and toys are not always accessible for all children to collect themselves.
- Children thoroughly enjoy their social snack times. The childminder teaches children the benefits of having a healthy lifestyle. Children discuss which fruit and vegetables are their favourites. They talk about why they are good for them. The childminder encourages parents to provide children with nutritious meals and snacks. The children have good manners and say please and thank you at mealtimes.
- The childminder enhances children's problem-solving skills through a range of exciting and challenging activities. For instance, children enjoy balancing board games, colouring activities, puzzles and cooking, which all help to support children's fine and gross motor skills.
- The childminder provides many opportunities for children to get fresh air and exercise. For instance, children enjoy regular outings to the woods and within the community. This helps them to learn to socialise with others and learn how to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

During the COVID19 (coronavirus) pandemic, the childminder has attended online training to keep her safeguarding knowledge up to date. She has made appropriate changes to the children's daily routines to keep the children in her care safe, with extra handwashing routines, cleaning and rotation of resources. She is aware of the signs that may indicate a child is at risk of harm and knows how to report these. The childminder is knowledgeable about wider safeguarding issues, such as gender-based violence and domestic violence. She understands how to identify that children could be vulnerable to being drawn into radicalisation or gang crime.

What does the setting need to do to improve?

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

- ensure that all learning areas are accessible to all children and help them to be even more independent

- strengthen methods to collect children's and parent's views to inform ongoing improvement.

Setting details

Unique reference number	EY563403
Local authority	Hampshire
Inspection number	10191370
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	1 to 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. The childminder lives in Farnborough and provides care for children Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder is in receipt of funded places for three-and four- year-old children.

Information about this inspection

Inspector

Bev Boyd

Inspection activities

- This was the first routine inspection the setting received since the COVID19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas of the home that children access. She explained how she has planned her environment to support children's interests and learning. She talked about the experiences she provides for children of different ages.
- The inspector observed the childminder interacting with children, indoors and outside. She jointly evaluated a planned activity with the childminder.
- At various times during the inspection the inspector took time to speak to the children to gain their views and spoke to parents.

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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