

# Childminder report

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Inspection date: 12 July 2021

<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	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children behave well, and they are happy and settled. They concentrate very well when the childminder joins in their play, for instance, while gluing different items and shapes onto paper dolls. Children draw 'smiles' on the paper dolls and explain that the dolls 'are happy'. Children confidently engage in conversations with the childminder. For example, they name the animals, the different colours of the animals and identify which ones live in the sea and which ones live on land. Children learn and use a wide range of vocabulary. For instance, they tell the childminder that the horse on a sticker is 'galloping'.

During the inspection, children looked at photographs of past activities, and they remembered and talked about their favourite activities. They said they enjoyed using a fishing net to scoop bits out of a paddling pool and they enjoyed playing in a role-play hairdressers' salon. With the childminder's support, children confidently make choices and decisions. They are excited by the varied and well-presented resources that are available and frequently decide to revisit activities they enjoy. Children show great determination, for example, while putting on their shoes by themselves. They learn to wash their hands and use anti-bacterial gel at regular intervals to prevent the spread of infection.

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

- Since the last inspection, the childminder has improved her understanding of how to support children's learning and development. She is inspired to use ideas from training to provide children with a wide range of resources and activities. For instance, she has provided additional resources to support children's great interest in number and in colour.
- The childminder has also improved partnership with parents and the quality of two-year-old children's progress checks. She clearly identifies where children are making good progress in their learning and their development and the areas where they are less confident. However, she has not adapted her planning and her practice to help children make even better progress in some areas of their development, for example, to extend their social skills further.
- The childminder gives children lots of individual attention, cuddles and reassurance. Children often laugh and smile during activities. The childminder knows children well. She responds patiently to their emotional and their physical needs.
- The childminder is an excellent role model for children. Children cooperate with what is expected. The childminder encourages children to make choices and to say 'please' and 'thank you' at appropriate times. Children enjoy helping the childminder to transfer sand into containers and using a hosepipe to fill a water tray in the garden. The childminder asks children open questions, encourages

them to make choices and shows them how to use the resources. Children are motivated to continue what they enjoy doing. For instance, they spend considerable time using stickers, glue, shapes and colouring pens to make pictures.

- The childminder supports children's language development well. She talks with children throughout the day and responds to what they say and do, to engage them in conversation. The childminder reads to children and develops their interest in books.
- The childminder provides children with a welcoming, stimulating learning environment. She plans activities that are linked to children's interests and uses them to help children make good developmental progress.
- The childminder provides children with activities that develop their senses and their life skills. For example, children explore items in a treasure basket, help to start the washing machine and take the clothes out at the end of the cycle.
- The childminder introduces challenges to build on what children already know and can do. For example, she shows and reminds them how to use scissors safely to cut out pictures. However, the childminder does not give children time and space to play without her involvement. Consequently, children often rely on her interaction in their play and do not develop the confidence to play independently and gain all the skills they need for future learning.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has completed training that has improved her understanding of wider safeguarding issues. She has a good knowledge and understanding of what to do if she is concerned about a child's well-being and safety. This includes signs that a child or their family may be exposed to extremist views or to radicalisation. The childminder makes sure that safeguarding is an important part of everyday life in her setting. She completes thorough risk assessments in her home and during outings to keep children safe. For instance, she makes sure she follows government guidance to prevent the risk of COVID-19 (coronavirus).

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

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

- build children's confidence to play independently to prepare them for future learning
- extend children's friendships to support their social skills further.

## Setting details

<b>Unique reference number</b>	EY316252
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10144623
<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>	2 to 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	20 January 2020

## Information about this early years setting

The childminder registered in 2005 and lives in Farnborough, Hampshire. She operates for most of the year from 8am to 6pm, Monday to Friday. The childminder holds a level 3 qualification.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together.
- The inspector observed children's play indoors and outdoors and talked with the childminder, the parents and the children.
- The childminder and the inspector completed a joint observation together.
- The childminder and the inspector talked about evaluation and improvements that have been made since the last inspection.

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  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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