

Childminder report

Inspection date: 9 November 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 develop warm, trusting relationships with the childminder and her assistant. The childminder knows the children in her care extremely well. She recognises the differing needs that children have, to help them settle into new routines. Where children, including those with special educational needs/and or disabilities (SEND), need additional support, they benefit from tailored care, according to their unique needs. Younger children and babies develop good levels of confidence and behave well. Babies enjoy crawling and learning to walk, as they explore the childminder's home and garden. Opportunities for toddlers to develop their growing independence enable them to feed themselves using spoons and drink from cups, as they develop good hand-to-eye coordination.

The curriculum is planned and adapted to suit the interests and the ages of children that the childminder cares for. Children benefit from a range of activities to motivate their learning. For instance, babies and toddlers experiment with musical instruments, as they shake tambourines and musical bells during songs and rhyme time. The childminder has high expectations for all children that she cares for. This is evident in the progress that all children make, including those with SEND.

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

- The childminder and her assistant work well together. The childminder uses her regular supervision, coaching and support for her assistant to develop her knowledge and skills. The childminder reflects on her practice to target professional development. She makes good use of training to develop her own and her assistant's skills. For instance, recent training on children's personal, social and emotional development has enabled them to relieve older children's anxiety about attending her setting.
- Children are happy and enjoy their time at the childminder's home. The bonds between children, the childminder and her assistant are warm and trusting. When children need comfort and support, the childminder recognises and responds to this well. For instance, when children become hungry or tired, the childminder recognises and responds to this quickly, to support children's well-being.
- The childminder plans a varied curriculum for children, and teaching is good. She tailors learning to the ages and the abilities of children, who are cared for well. Regular checks of the progress that children make help the childminder to swiftly identify and close gaps in children's learning. Support which is put in place for children helps them to catch up in their development quickly. The childminder recognises the need to sharpen her plans for children's next steps in learning, to enable her to focus even more precisely on what children need to learn next.

- Children with SEND benefit from the childminder's ambition and dedication to helping them achieve at the highest level. She works closely with other professionals who support children's learning and care. Her commitment to working with other agencies, to make timely referrals to specialist services, ensures that children gain the additional support they need. Children make good progress from their starting points.
- Parents speak highly of the childminder and her assistant. They value the care and the learning experiences that the childminder provides and how they are kept informed of their children's key achievements. Parents say that the childminder's work to support children's social skills has helped their children to develop confidence in their play and interactions with other children. Although the childminder has developed strong working partnerships with parents, there is further scope for her to extend this, to help them to actively contribute and support their children's learning and development at home.
- Overall, children make good progress in their language skills. The childminder is highly responsive to babies' and young children's communication, and she reinforces what they say. For instance, as babies and toddlers explore coloured flour, the childminder introduces new words, such as 'mud' and 'digger'. The childminder uses a rhythmical voice when singing songs with younger children. They listen and join in with corresponding actions to songs. Children develop good listening and attention skills, and they speak clearly. However, techniques to encourage and to support older children, including those with SEND, to communicate their wants, needs and ideas are not consistently used by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their roles and responsibilities to maintain a safe and secure environment for children. The childminder ensures that adults who work with children are suitable for their roles, including on an ongoing basis. The childminder knows what to do should an allegation be made about herself, her assistant or a member of her family. She demonstrates a commitment to take action should a safeguarding incident occur. The childminder and her assistant understand how to protect children who may be at risk of harm from concerns, such as grooming, radicalisation and female genital mutilation.

What does the setting need to do to improve?

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

- sharpen planning to focus more precisely on what children need to learn next
- develop the use of techniques that encourage and support children to communicate their wants, needs and ideas more consistently

- strengthen partnership working with parents, to encourage them to actively contribute and support their children's learning and development.

Setting details

Unique reference number	EY552794
Local authority	Hampshire
Inspection number	10143650
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	0 to 9
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Basingstoke, Hampshire. She operates for most of the year from 7.30am to 6pm, Monday to Friday. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with 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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