

Childminder report

Inspection date: 15 November 2021

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in the childminder's warm, welcoming and inclusive home. The childminder is very kind and caring, and quickly responds to children's needs. She swiftly recognises when children need extra emotional support. For instance, when children comment that they miss their mummy, she tells them that Mummy will be thinking of them while she is at work. She reassures them that they can have a big cuddle when Mummy collects them. These positive interactions help children to feel safe and secure, which benefits their overall well-being.

Children play harmoniously together and have an excellent understanding of how to behave. The childminder encourages children's good behaviour, such as modelling good manners and encouraging children to share and take turns. Children have great fun as they lead their own play. For example, during role play, they pretend that a large suitcase is a car and use this to 'travel' to their grandparents' house. Children pretend that the straps on the suitcase are seat belts. They wrap these around themselves, showing that they have a good understanding of the importance of keeping themselves safe.

Children successfully develop the skills they need for their future learning. For example, they complete tasks independently, including dressing themselves for outdoor play. Children recognise that when the weather is cold, they need to wear wellington boots and coats to keep them dry and warm.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need support to develop their social and communication skills. The childminder has worked closely with parents to support children to catch up in these areas. She recognises that children benefit from social interaction and plans experiences to support this, for instance attending playgroups and visiting the local library.
- Partnerships with parents are highly successful. The childminder gains a wealth of information from them about their children and uses this effectively to help them to settle. She works closely with parents and regularly updates them on their children's progress and learning. Regular visits to the local library enable children to borrow books and read these at home. This helps to promote children's love of reading.
- The childminder provides a range of opportunities to enhance children's communication and language skills, such as through books, stories, songs and rhymes. Children engage effectively in conversations with the childminder, who

listens with interest and values what they have to say. Subsequently, children develop good speaking skills. They talk confidently about their previous experiences and people who are familiar to them.

- The childminder encourages children to be independent. For example, children cut up their fruits at snack time. Children recognise that some fruits, such as bananas, are easy to cut. However other fruits, including apples, are much tougher to cut as they are hard.
- The childminder supports children's mathematical skills well. She provides a range of activities to support children's understanding of counting and numbers. For example, children play with pretend cakes and match the number on the cake to the corresponding number on the cake stand. They confidently match numbers to 10.
- The childminder is effective in helping children to understand the importance of leading a healthy lifestyle. Children benefit from plenty of fresh air and exercise, such as through regular visits to parks and forests. The childminder encourages them to follow good hygiene routines and to make healthy food choices. During meals, she encourages children to try new vegetables that may be unfamiliar to them. For example, children eat Romanesco and talk about this being a cross between broccoli and cauliflower.
- Overall, the childminder demonstrates a good understanding of how children learn and develop. Children benefit from a range of activities to support their development across all areas of the curriculum. However, at times, the childminder does not consistently recognise when some experiences can be enhanced to provide children with even greater challenge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She attends regular training to keep her safeguarding knowledge updated and to ensure she knows how to report any concerns. She is aware of potential indicators that a child may be at risk of harm. This includes being alert to signs of extreme views and practices. The childminder ensures that her home is safe and secure.

What does the setting need to do to improve?

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

- reflect further on teaching to identify where children's learning experiences can be enhanced to provide them with even greater challenge.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 112491 |
| Local authority | Hampshire |
| Inspection number | 10136173 |
| 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 | 3 to 3 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 23 November 2015 |

Information about this early years setting

The childminder registered in 1996. She lives in Tadley, Hampshire. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

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 that into account in her evaluation of the provider.
- The childminder and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.
- The views of parents were gained through written feedback.

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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