

Childminder report

Inspection date: 17 January 2022

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 confident, happy and secure in this setting. They have a delightful time together in a stimulating environment filled with mutual respect. Children's behaviour is good. They understand what is expected of them. The childminder models good manners to the children.

Children are cherished and closely supported by the attentive childminder who has high expectations for every child. She gets to know them very well and her curriculum is built around their interests, which supports their individual learning needs. Children are making good progress and are well prepared to move on to their next stage of learning. For instance, they take great delight in cutting up fruit, following on from a story they have listened to. Children listen carefully to the childminder as she explains how to hold the knives she gives them to use. Children learn to take appropriate risks as they confidently use the knives to cut fruit. They count the pieces confidently and respond to the questions asked by the childminder.

Children develop a love for books. For example, they join in storytelling sessions with great enthusiasm. They call out the fruit names and recall the days of the week in the story. Children look at books independently and explain what happens to the characters. They happily take part in song times, using musical instruments which they shake and bang.

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

- The childminder helps to enrich children's growing vocabulary. For example, children have tremendous fun using magnifying glasses to hunt for minibeasts. The childminder introduces new words, such as 'scorpion' and 'pincers', to help to identify and name the minibeasts. The childminder sensitively reinforces correct pronunciation when children speak to her. This helps them to learn the correct language. Children are good communicators and speak with confidence. However, occasionally, the childminder pre-empts children's responses to the challenging questions that she asks without allowing them time to think and respond.
- The childminder embeds mathematics into every aspect of the education programme. For instance, children enjoy counting fruits and foods and discussing the days of the week when exploring 'The Very Hungry Caterpillar' story. The childminder uses positional language, such as 'behind', 'in front' and 'next to', as children use toy cars. Children show great delight as they listen to the childminder and carefully order the toy cars based on her instructions.
- The childminder accesses regular training and uses this to improve her practice. For example, she has recently completed training on supporting children's good

behaviour. The childminder reflects on her provision and practice to identify further areas for improvement. For instance, she recognises that she can further support children's and parents' understanding of online safety through age-appropriate discussions and information.

- The childminder has strong relationships with parents. Communication is effective. The childminder and parents work well together to encourage children's behaviour. Parents report seeing excellent progress in their children's development.
- The childminder encourages children to develop their independence skills, such as putting on their own shoes, dressing themselves and pouring their own drinks. The childminder teaches children about healthy lifestyle choices. For example, children eat healthy snacks and understand that water is good for their teeth. The childminder encourages parents to send a healthy, balanced lunch for their children. Children benefit from regular fresh air and exercise. For instance, they have regular woodland walks and trips to local parks.
- The childminder plans and provides stimulating activities which capture the children's attention extremely well. Children remain focused and engaged in what they are doing, and they take an active role in their learning. For example, children show good levels of engagement as they use toothbrushes to ensure that the model teeth are clean. The childminder extends this by encouraging children to use shaving foam and toothbrushes to clean all the 'plaque' off. Children develop a good understanding of oral health.
- The childminder consistently assesses her home so that children can play in a safe and secure environment. Children are always supervised by the childminder. They are taught to show love and respect for animals and how to be gentle with the family's pet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of her responsibility to safeguard children. She clearly explains the signs and symptoms of abuse. The childminder regularly updates her safeguarding training to keep up to date, and she knows who to contact should she have any concerns. She knows how to respond appropriately to allegations of abuse made about herself or those living in her house. The childminder is aware of wider safeguarding concerns that can affect children and their families. She undertakes risk assessments of all areas of her home and garden, and when on outings. The childminder carries out other checks, such as fire checks, which she encourages the children to help complete.

What does the setting need to do to improve?

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

- challenge children's learning even further by allowing more thinking time for children to respond to the questions they are asked
- promote further opportunities to support children's and parents' understanding of online safety through age-appropriate discussions and information-sharing.

Setting details

Unique reference number	EY562507
Local authority	Hampshire
Inspection number	10191133
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	2 to 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Church Crookham, Hampshire. She operates during term time from 8am to 4.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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