

# Childminder report

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Inspection date: 8 February 2022

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children have strong bonds with the nurturing childminder and are happy and settled in her care. They welcome visitors into the childminder's home and proudly show them their favourite toys. Children make independent decisions in their play and are keen to engage in the learning experiences the childminder provides. They develop a love of nature. Children regularly visit the local lakes and learn how to stay safe around water. They tell visitors that they love feeding the ducks and explain how the fish jump high in the water. Children demonstrate good matching skills. They enjoy games, such as dominoes, and link pictures and numbers together. Children are kind and considerate to others. They use numbers in their play, count out the trains and share them equally.

The childminder has high expectations for all children and promotes their speech and language well. She is highly animated as she reads to them. Children cuddle up to the childminder and listen to stories with interest. They proudly demonstrate their singing voices and join in with action rhymes. The childminder fosters opportunities such as these to introduce vocabulary such as 'faster' and 'louder'. Children demonstrate good listening skills. They delight in games that encourage them to describe what they can see and hear in their environment. The childminder listens to what each child has to say. This helps to promote their emotional well-being highly effectively.

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

- The childminder observes children as they play and accurately assesses their learning. She has a secure knowledge of what children know and can do, which helps her to identify what they need to learn next. The childminder works closely with professionals at other settings children attend. This helps to promote consistency in children's care and learning.
- The childminder promotes children's physical skills well overall. For instance, children demonstrate good coordination as they shake and bang on musical instruments. Outside in the garden, they build on their stamina and practise whizzing around on the balance bikes. Children enjoy regular visits to local parks and learn to take safe risks, for example when using large apparatus. However, they have fewer experiences to strengthen the smaller muscles in their fingers and hands, to help build on the skills they need to support their emerging mark-making and writing skills.
- Children behave well. They share and take turns and play happily with their friends. When small disputes occur, the childminder uses respectful interactions and talks to children about how they are feeling. Children listen to the childminder and tidy away toys with little prompting. They show good manners and say 'please' and 'thank you'.

- The childminder promotes children's mathematical skills well. For instance, children group cars and trains together and discuss differences in size.
- The childminder promotes children's understanding of the wider world effectively. For instance, on the day of the inspection, children held discussions about tigers and the childminder successfully linked this to Chinese New Year. Children play with resources and enjoy stories which represent different traditions and family backgrounds.
- The childminder promotes children's health and well-being effectively. Children talk to visitors about the importance of cleaning their teeth every day. They actively discuss foods they enjoy and explain how fruit and vegetables give them energy. Children help themselves to their drinks and know to drink water to stay hydrated.
- The childminder has good partnerships with parents. She regularly shares information on children's ongoing development. However, she does not provide parents with ideas and guidance on how to support children's continued learning at home.
- The childminder regularly reflects on her provision to help make improvements. She completes webinars and online training to help build on her skills and knowledge. The childminder shares good practice with other professionals in the local community. This helps her to provide a good level of service for children and their families.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep abreast of the latest safeguarding legislation and to ensure her child protection knowledge is up to date. She has a good understanding of the signs that may indicate a concern about children's welfare. The childminder knows the procedures to follow should she need to raise a concern. She teaches children how to think about their own safety, such as how to cross roads safely. The childminder completes daily risk assessments, which helps to ensure that children play in a safe environment.

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

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

- provide a richer range of experiences to strengthen the smaller muscles in children's fingers and hands, to help build on the skills needed to support their emerging mark-making and early writing skills
- improve the engagement with parents to help them guide their child's learning at home.

## Setting details

<b>Unique reference number</b>	112541
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063326
<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>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 April 2016

## Information about this early years setting

The childminder registered in 1989. She lives in Andover, Hampshire. The childminder works flexible hours, Monday to Friday, all year round, except for bank holidays and family holidays. She holds a relevant early years childcare qualification.

## Information about this inspection

### Inspector

Jane Franks

### 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 their evaluation of the provision.
- The childminder and the inspector completed a learning walk for the inspector to establish how the early years provision and educational programme are organised.
- The inspector observed some teaching and interactions between the childminder and the children. She then considered the impact these have on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household.
- The inspector spoke to the childminder and the children at appropriate times during the 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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