

# 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 demonstrate that they feel happy and secure in the care of the childminder. They positively discuss all the different experiences they have had with her. For example, children talk with great enthusiasm about trips to the beach. They build impressive sandcastles and enjoy measuring how tall these are. Children show great excitement and satisfaction as they knock the sandcastles down.

Children enjoy a range of fulfilling activities that support and enhance their learning. They confidently ask for the activities they want to take part in. The childminder proactively responds and allows children to take the lead in their own learning. For instance, children decide they would like to draw pictures, and request certain tools to complete their artwork.

Children respond to the high expectations that the childminder has in relation to the rules and boundaries of her home. For instance, they work together to tidy toys away before moving on to something new. Children understand how to keep themselves and others safe when on outings. They are keen to spot cars and check if it is safe to cross the road. Children thrive when exercising at the local parks. They develop good physical strength as they pull themselves up on climbing frames, and gain good balancing skills as they jump between obstacles.

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

- The childminder has high ambitions for the children and her childminding setting. She has a clear understanding of what she intends children to learn and shows a reflective attitude to enhancing her practice. The environment is set up well and meets the children's needs.
- Children take part in learning opportunities which build on their existing knowledge and support them to progress well. They talk about the process they follow to make dough and how they sometimes have to solve problems when the dough becomes sticky. For example, they have to 'roll and pat it' which they know is called 'kneading'. Children talk positively about what they learn and remember.
- The childminder completes observations of children that she uses to identify any gaps in their learning. Overall, she supports their communication and language skills effectively and children progress well. The childminder repeats words that children have mispronounced, modelling the correct pronunciation. However, she does not consistently recognise when individual children may benefit from more precisely targeted support to make even better progress in their language.
- Children eagerly access books of their choice, which they thoroughly enjoy sharing with the childminder and their peers. Older children confidently retell familiar stories such as 'Goldilocks and the three bears'.

- Children build secure attachments with the childminder which support their emotional well-being. They show delight in playing with and alongside her and their peers. Children behave well. The childminder models good social skills. For instance, before a child rushes to finish another child's puzzle, she supports them to consider that the child may wish to work the puzzle out for themselves. The childminder allows children to consider what questions they could ask their peers before jumping in.
- The childminder offers children plenty of praise and encouragement, which influences their positive self-esteem and confidence. Children smile and take pleasure in repeating behaviours such as sharing and waiting for their turn.
- Children take pleasure in caring for their personal hygiene. When returning from a trip to the park, they know that they must wash their hands before going off to play, and they are keen to do this. The childminder is on hand to offer assistance.
- Children are supported to have a healthy lifestyle. They talk positively about the healthy snacks which they independently prepare. The childminder knows the development levels of each child. She offers support to the youngest children to cut their bananas, and allows the older children to do this independently, with supervision.
- Parents comment that they value all the experiences their children receive with the childminder and how she communicates with them. The childminder has considered different ways to share information with parents to promote a continuation of learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a robust knowledge of keeping children safe in her setting and when on outings. She has a good understanding of child protection procedures and is confident to explain the process she would follow should she have a concern about a child's welfare. The childminder understands the procedures she would need to follow should there be an allegation against her or a household member. She has completed safeguarding training and ensures her knowledge of local procedures is kept up to date.

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

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

- make better use of information gained through observation and assessment to target support for individual children's developing language as precisely as possible.

## Setting details

<b>Unique reference number</b>	EY459997
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10075406
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	9 February 2016

## Information about this early years setting

The childminder registered in 2013. She lives in the Fawley area of Hampshire. The childminder offers care for children from 8am until 6pm. She provides funded early education for children aged two, three and four years. The childminder holds an appropriate level 3 early years qualification.

## Information about this inspection

### Inspector

Hayley Doncom

### 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 inspector carried out a learning walk to understand how the childminder organises her early years provision and the curriculum.
- The inspector held discussions with children and the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and risk assessments.
- The inspector looked at a sample of documentation. This included suitability checks for household members and policies and procedures.

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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