

Childminder report

Inspection date: 17 February 2022

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

The provision is good

Children are greeted at the door by the childminder and confidently enter the welcoming environment she has created. They settle swiftly, ready to play and learn.

Children show they feel safe and secure in the childminder's care. They play cooperatively as they explore the good variety of resources the childminder provides. Children can freely choose what to play with and where to play. They demonstrate they know the high expectations the childminder has for them. Children know to tidy away toys when they have finished playing with them, for example, so they do not trip up. They enjoy warm praise and thanks from the childminder, who supports their self-esteem well.

Children benefit from a childminder who knows them well and understands how to support their learning. They clearly have favourite toys that the childminder ensures are readily available. Children enjoy exploring the doll's house and small-world toys, for instance. They communicate effectively as they play together and focus for long periods. Children are confident and motivated to play and learn. They learn a good range of skills to support them to move on to the next stage in their education.

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

- The childminder has a clear plan of what skills to teach children in her care. She collects useful information from parents when children start. This helps her to build on what children already know and can do. Children learn to use tools effectively, such as to make marks. They persevere and enjoy the range of activities the childminder provides to support their early writing skills.
- Children seek out the childminder to share their play and for comfort. She supports their emotional development effectively. Children listen attentively to stories to help them understand their feelings and emotions. The childminder helps children to make links to what they have already seen and experienced. They talk about Valentine's Day, for example, and link this to feelings of love and happiness.
- The childminder supports children to develop effective communication skills. She reads them stories, using different voices and props to engage them. The childminder introduces children to new words and carefully models and explains what they mean. For example, as children play outdoors, the childminder teaches them what a whisk is and how to use it.
- The childminder introduces children to counting and mathematical language as they play. She counts with children as they place small balls into a cake tin. The childminder helps them to understand that one ball fills one space in the tin. For

older children, the childminder extends their mathematical skills. For instance, she challenges children to think if four or seven is a bigger number. Children develop a good understanding of mathematical concepts as they play.

- Children enjoy choosing what fruits to eat for their snacks. They competently use knives to cut their fruit smaller. Children sit and chat with the childminder during a social snack time. The childminder helps children to learn about making healthy choices.
- Partnership with parents is good. The childminder readily shares information with parents about what their children do and their achievements during their time in her care. Parents comment positively about the support the childminder provides for them and their children.
- The childminder supports children to learn about the world around them. They take walks in the local area, for example, and meet up with other local childminders. This helps children see others and develop their social skills. However, the childminder has not fully considered how to support children's knowledge of diversity. For instance, she does not consistently help children to develop their understanding of similarities and differences.
- The childminder makes sure that she keeps her skills and knowledge up to date. She attends training, for example, to ensure that she knows about changes that have been made to early years practice. The childminder says that this helps her to feel more confident in supporting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and to promote their well-being. She knows what signs may indicate a child is at risk of abuse. The childminder knows the procedures to follow if she has any concerns about children's welfare. She understands the process to carry out if there is an allegation made against her or a household member. The childminder attends regular training to keep her knowledge current. She has effective policies in place to help her carry out her role.

What does the setting need to do to improve?

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

- extend children's knowledge and understanding of the similarities and differences between themselves and others, to further develop their awareness of diversity.

Setting details

Unique reference number	EY401948
Local authority	Hampshire
Inspection number	10074357
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	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 July 2016

Information about this early years setting

The childminder registered in 2009 and lives in Gosport, Hampshire. She operates for most of the year from 7am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Dean

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 for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- 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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