

# Childminder report

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Inspection date: 16 February 2022

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<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 clearly feel safe and secure in the childminder's care. They enjoy her company and seek her out to play with them and when they need cuddles and reassurance. Children are confident and independent. They choose what to play with from the good variety of resources the childminder provides to support their learning. Children are self-motivated and demonstrate very positive attitudes towards their learning.

Children benefit from a childminder who knows them very well. She has a secure understanding of how to support children's learning. Children develop friendships and enjoy each other's company as they play. They play cooperatively together and behave well. Children are caring to each other, offering comfort when their friends are upset. They learn to identify and recognise their feelings and emotions when they make faces in the mirror. The childminder supports their emotional development effectively.

Children laugh with delight as they jiggle and dance to music. They enthusiastically join in with actions to their favourite songs. Children choose musical instruments to play and are eager to get involved in anything the childminder offers them. Children develop 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 understanding of the skills she wants children to learn in her care. She offers children a caring and loving environment in which they can thrive.
- The childminder plans activities to support children's learning by building on what they already know and can do. She uses children's interests to help engage children in their play. For instance, the childminder introduces dinosaur shapes as a threading activity to support children's fine motor skills.
- The childminder skilfully asks children questions to draw out what they know, and then extends their knowledge. For example, children discuss the different food they like to eat. The childminder uses the opportunity to talk with children about making healthy choices.
- Children focus for long periods as they explore resources to support their good oral health. The childminder uses opportunities to introduce new words to develop children's vocabulary. They learn about proteins and carbohydrates, for example, and discuss the difference between dentists and doctors. Children are effective communicators.
- The childminder effectively supports children to be independent. She encourages them to manage their self-care, such as washing their hands and taking their

shoes off when they arrive. The childminder offers children warm praise. They are confident and motivated to do things for themselves.

- The childminder recognises some children have needed additional support for their learning following restrictions due to COVID-19. She understands the importance of supporting children's social and emotional development. The childminder takes children out to mix with other children at groups and with other local childminders. This gently introduces children to different social situations.
- The childminder helps all families and children feel welcome. Children enjoy a variety of outings and experiences with the childminder. For instance, they visit the farm, library, beach and woods. Children see different people and different places. This helps them to develop an understanding of the wider world.
- The childminder encourages children to recognise their written names. They correctly identify their named penguins, for example, as they self-register. The childminder supports children to recall and retell familiar stories. Children are developing their early reading skills.
- The childminder has built effective partnerships with parents. They comment very positively about the care and support the childminder offers to their children, and their families as a whole. However, the childminder is still developing partnerships with some of the other settings that children attend. This does not fully support continuity for children's care and learning.
- The childminder attends training to keep her skills and knowledge up to date. For instance, she makes effective use of online courses. The childminder tailors her training to have the most benefit. This enhances the care and support she offers to families and children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and promote their well-being. She recognises the signs that 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 attends regular safeguarding training to develop her understanding of a wide range of issues she may encounter. The childminder has developed effective safeguarding policies to support her daily practice.

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

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

- develop stronger partnerships with other settings that children attend to support greater continuity for children's care and learning.

## Setting details

<b>Unique reference number</b>	EY407004
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10074434
<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 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	16 June 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Lee-on-the-Solent, Hampshire. The childminder offers care Monday to Friday, from 6.30am to 6pm, throughout the year, as well as overnight care. She receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Emma Dean

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is 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 had been implemented and the impact this had 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 and carers 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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