

Childminder report

Inspection date: 14 March 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 behave well. They are happy, safe and settled in the childminder's care. Children benefit from the childminder's high expectations and they make the best possible progress. Children are fully included in all activities and develop a positive awareness of differences in society. Children learn about their home lives and those of others. They enjoy learning about and talking about their families and pets.

Children develop and use a wide range of vocabulary. They enthusiastically learn and sing nursery rhymes and play musical instruments. Children are motivated to learn and persist with activities they enjoy. They jump up and down with enthusiasm and follow the actions when the childminder sings 'sleeping bunnies'. Children enjoy listening to their favourite stories, for example, about a worm. They respond to questions about the stories and confidently name the colours they see in the pictures.

During outings, children learn to identify the differences between the sounds of birds they hear. They play 'Pooh Sticks' when they cross over streams and learn that the sticks will eventually reach the sea. Children enjoy imaginative play. For instance, they when they decide to use chairs to make a train and include other children.

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

- The childminder provides children with an ambitious curriculum. She knows what she wants children to learn and how she will achieve this. Additional training has inspired the childminder to develop a more flexible approach to planning activities. She now uses children's interests and choices to successfully extend and challenge their learning and development.
- The childminder develops children's sense of achievement and confidence to have a go during all activities. She notices and praises children's achievements and gives them plenty of time to repeat activities and practise what they learn. For instance, when they learn to use bikes and wheeled toys and ride them with control around a slide.
- The childminder shows and explains to children how to do things. For instance, during the inspection, she helped them to learn how to fill cups with rainwater using a water butt. She encouraged children to notice the difference in the size of the footprints they made on a patio, after jumping in the puddles of water they created.
- The childminder successfully develops children's senses and understanding of the world. For example, she takes children to a local garden centre to buy herbs, such as mint, which they touch, smell, and taste. She takes children to local lavender fields where they walk through the fields, smell the lavender and see

bees and ladybirds.

- The childminder has fun with the children and enthusiastically enters into the spirit of their play. For instance, she thanks them for sharing a see-saw with her and joins in their peekaboo games in the garden. The childminder is an excellent role model. She encourages children's independence and good manners. Children are very cooperative. They learn to share and take turns.
- The childminder forms close relationships with children, who independently and spontaneously go to her for a hug. The childminder supports children well to develop the skills they need for the future. For instance, she regularly joins up with other childminders during outings, which she uses to develop children's confidence and social skills.
- The childminder supports children's language development and concentration very well. She talks aloud during children's play and encourages children to respond. For instance, she role models the words 'open' and 'close', when children repeatedly open and close the windows in a play potting shed.
- The childminder works well with parents to meet children's individual needs. For example, to manage children's behaviour in her setting and at home. Parents state they are very happy with the childminder's care of their children. However, the childminder does not work in partnership with other early years settings that children attend, to further support continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of what to do if she is concerned about children's well-being and safety. Since registration, she has completed comprehensive safeguarding training that has improved her understanding of wider safeguarding issues. For example, the 'Prevent' duty and risks related to county lines. The childminder makes sure that safeguarding is an important part of everyday life in her setting. She completes thorough risk assessments in her home and during outings to keep children safe. For instance, when she took children to a field to pick sunflowers, she asked parents to dress them in dark clothing, so she could see them at all times.

What does the setting need to do to improve?

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

- consider ways to work in partnership with other early years provision that children attend, to further support continuity in their care and learning.

Setting details

Unique reference number	2548499
Local authority	Hampshire
Inspection number	10221530
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	0 to 11
Total number of places	5
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Bordon, Hampshire. The childminder provides care Monday to Friday, from 8am to 5.30pm, for most of the year. The childminder receives funding to provide free early education to children aged three years. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Cathy Greenwood

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 inspector completed a learning walk and a joint observation with the childminder.
- The inspector talked with children, parents and the childminder.
- The inspector observed children taking part in activities, indoors and outdoors.
- The inspector talked with the childminder about children's developmental progress.

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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