

Childminder report

Inspection date: 22 March 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 thoroughly enjoy their time with the childminder. They show they are very happy and that they feel safe in her care. Children spend lots of time outdoors and benefit from a range of different learning experiences. Children demonstrate a positive attitude, confidence and independence. They behave extremely well. Children play cooperatively together with their friends. They understand the routines of the day and the childminder's expectations. For instance, after lunch they willingly take their plates to the kitchen to help the childminder clear away.

Children are gaining many skills from the childminder's curriculum that is planned well overall. This curriculum encompasses all seven areas of learning. The childminder places a high focus on helping children to develop a love of books. For example, children build on what they know and already understand about the story 'The Very Hungry Caterpillar' using props to act out the storyline. Children know familiar endings and call out 'he was still hungry'. They use their fingers to acknowledge two pears and three plums. Children show an awareness of comprehension as they recall that the caterpillar turns into a cocoon and then a butterfly.

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

- The childminder is keen to continually improve. She evaluates her practice well. The childminder states recent training aimed at effective practice has been beneficial in how she delivers activities and identifies any gaps in children's learning. As a consequence, she feels confident in her ability to make timely referrals should a child need additional support in their learning.
- Overall, the childminder has a good understanding of her curriculum and how to implement it. She plans well and follows children's interests effectively. Children show willingness to take part in all their activities. They show curiosity in sensory play experiences and water play. Children engage in conversations. They are developing an awareness of numbers and counting. However, although some children are using words that are associated with mathematical concepts, the childminder is not always secure in the methods she uses to enhance this further. For instance, in promoting the ways children learn to use spatial words and language, comparison of quantity and promoting an understanding of shapes.
- The childminder knows children well and interacts effectively to support their individual learning styles. Overall, she is confident to build on what children are learning. For example, following the theme of the hungry caterpillar, children create their own caterpillar, using pipe cleaners and beads. Children use the word of the day, which is 'tricky' to explain they sometimes struggle to attach the beads, but are willing to keep trying. Children show their comprehension of

the story as they practise wriggling like caterpillars, rolling up tightly in a cocoon and flying like a butterfly.

- Children are attentive when listening to stories and are keen to offer suggestions about what is happening. They show increasing language skills and developing vocabulary. The childminder encourages singing with musical instruments to promote language acquisition further, but sometimes is not as successful in helping children listen with more attention to sounds. As a result, children become a little distracted.
- Children behave very well at all times. They understand the childminder's expectations for them and demonstrate a willingness to learn and have fun doing so. Children are keen to take part in a planting activity. As they plant sunflower seeds, tulip bulbs and runner beans, children demonstrate knowledge that these will need sun and water if they are to grow. They take turns to fill the watering can and understand to wash their hands once everything is planted. Children show readiness for the next stages of their learning.
- The childminder promotes children's healthy lifestyles. Children are developing their own characters, confidence, independence and emotional security. They enjoy physical play. Snack times are sociable occasions where children learn about safety, for instance as they carefully use safety knives to cut their fruits.
- The childminder is confident to make secure assessments of children's learning and shares this with parents, who are positive about the care children receive. Parents state that their children have very secure bonds with the childminder and settle well. They add that children's speech is improving all the time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to safeguard children. She adheres to her robust policies, procedures and risk assessments to help ensure children's health, safety and well-being. The childminder helps children to understand safety for themselves. For example, the safest way to use a slide. The childminder regularly updates her knowledge of all aspects of safeguarding matters. For instance, she knows the procedure to follow if an allegation is made against her. She understands how to identify possible radicalisation. The childminder is aware of her responsibility to act on any disclosures made by a child.

What does the setting need to do to improve?

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

- build on the opportunities for children to use and learn mathematical language and concepts relevant to their age
- help children build on their listening and concentration skills through a range of different activities and resources.

Setting details

Unique reference number	EY441025
Local authority	Hampshire
Inspection number	10228617
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 January 2017

Information about this early years setting

The childminder registered in 2012. She lives in Wellesley, Aldershot, Hampshire. The childminder works Monday to Thursday, all day, for most weeks of the year. She receives funding for the provision of free early education for children aged three.

Information about this inspection

Inspector

Aileen Finan

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 that into account in their evaluation of the setting.
- A joint inspection was completed. The childminder discussed her aims for children's learning.
- The childminder explained her curriculum and how she plans this and assesses children's learning.
- The inspector observed the childminder's interactions with children. She spoke with children present and read feedback from parents.
- The inspector sampled relevant documentation.

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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