

# Childminder report

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Inspection date: 29 March 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate that they feel safe with the childminder. For instance, they approach her for cuddles, which she warmly offers. Children are self-motivated to play and explore. They know where their favourite toys are and very happily focus on self-chosen activities. Children build towers, clapping their hands with delight and showing clear pride in their achievements. They relish the praise the childminder offers them. She supports their self-confidence effectively.

Children keep on trying as they practise their skills. For instance, they persist in trying to fit puzzle pieces into the puzzle board. The childminder offers them sensitive support to help them achieve. She supports their self-esteem well, offering them encouragement.

Children learn about making healthy choices and confidently tell the childminder what foods are good for them, and their teeth. They develop good hygiene habits, such as washing their hands before eating. Children benefit from a calm and caring childminder who is a positive role model. They learn to take care of the toys they play with. Children listen attentively to what the childminder says. For instance, they help to tidy away the toys that they have played with when asked. Children behave well and are making good progress in their learning.

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

- The childminder knows what skills she wants children to learn in their time in her care. For example, she promotes good manners, which children readily use. The childminder has high expectations for children and they clearly demonstrate that they understand the daily routines. For instance, children take their shoes and coats off as they enter the house. They know where their shoes are stored and help tidy away. Children are confident and secure in the childminder's care.
- The childminder has a clear understanding of how children learn. She builds on what they are interested in. For example, children explore a telephone. The childminder offers them further opportunities to explore different mobile phones. She teaches children to make links with what they already know.
- The childminder supports children's developing communication skills well. For example, she introduces children to new words as they play. The childminder skilfully questions children to encourage them to express themselves and their opinions. Children are confident communicators.
- The childminder supports children's social and emotional development well. She encourages children to play and make friendships with other children outside the setting. The childminder comments, 'I can see you are excited'. This helps children to recognise their feelings and emotions and to understand how to express themselves appropriately.

- Children are confident in accessing the toys they want to play with. However, the childminder, at times, does not consider arranging resources so they can make fully independent choices. Occasionally, she completes tasks for children that they could manage themselves. The childminder does not consistently support children's developing independence to the very highest levels.
- The childminder uses opportunities with children to talk about their transition to school, building their confidence and resilience for changes. Children eagerly point out to the inspector where they will play at school as they walk past. The childminder teaches children many skills to prepare them to move on to the next stage in their education.
- Children have opportunities to be physically active. The childminder takes them on outings into the local community to play at parks, explore the woodlands and to go for nature walks. Children see different people and different places. This supports them to learn about the wider world.
- The childminder works effectively with other settings children attend and external professionals. This ensures high levels of continuity for children's care and learning. Successful working partnerships have had a very positive impact on children who need additional support for their learning.
- The childminder is reflective and swiftly acts on feedback from parents to further develop effective partnerships. They comment positively about the care and education the childminder provides for their children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She knows the signs and indicators of possible abuse. The childminder knows the procedures to follow if she has any concerns about children's welfare. She attends regular training to keep her knowledge of children protection and wider safeguarding issues current. The childminder makes effective use of risk assessments to help keep children safe. She keeps her house clean and safe for children to play and learn in.

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

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

- maximise opportunities for children to do more for themselves and develop their independence skills further.

## Setting details

<b>Unique reference number</b>	111308
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136157
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	9 November 2015

## Information about this early years setting

The childminder registered in 1999. She lives in Andover, Hampshire. The childminder provides care Monday to Friday, from 7.30am to 5.15pm, during term time only. She receives funding for the provision of free early years education for children aged two, three and four years. The childminder has an early years qualification at level 3.

## 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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures 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 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 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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