

# Childminder report

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Inspection date: 17 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 arrive at the childminder's home very happy. They show high levels of self-esteem and make independent choices in their play. The childminder provides an inclusive environment where all children and their families are welcome. Children have great fun as they learn and join in with activities. The childminder encourages children to be independent. Children successfully develop the skills they need for the next stage in their learning. For example, they dress and undress themselves for outdoor play. Children also enjoy the responsibility of carrying out small tasks, such as helping to tidy up the toys after play.

Children get plenty of fresh air and exercise. The childminder places a strong focus on children's physical well-being. She ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. Children benefit from healthy meals and follow good hygiene practices, such as washing their hands regularly.

Children, including babies, develop a strong love of books. The childminder provides lots of opportunities for them to read books, both indoors and outside. Children are encouraged to take books home to read with parents. This helps to support their literacy skills even further.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need support to develop their social and communication skills. The childminder has worked closely with parents to support children to catch up in these areas. She recognised that children benefit from social interaction and plans experiences to support this, from regular visits to playgroups, parks, and other local amenities.
- The childminder is skilled in helping children to gain good communication skills. Throughout activities, she provides a commentary and introduces new words. The childminder uses books, rhymes, and songs to extend their vocabulary. For example, as they sing familiar rhymes, such as 'Hickory, dickory dock', babies repeat 'tick, tock'.
- Children enjoy the time they spend outdoors. They take the lead in their play and show positive attitudes to learning. For instance, they spend prolonged periods using natural resources, such as leaves, sticks, and herbs, to create meals in the 'outdoor kitchen'. Children squash the herbs between their fingers and discuss what they can smell. The childminder explains that the herb is called rosemary and it is used for cooking.
- Overall, the childminder presents information clearly to children, promoting

appropriate discussion. For example, when children show her a cow with horns, she explains that it is called a highland cow. However, she does not consistently use effective teaching methods, such as questioning to fully challenge the most-able children to help them to achieve to the best of their ability.

- Partnerships with parents are good. The childminder collects detailed information from parents about their children when they join the setting. She uses this to plan for children's learning from the start. The childminder uses effective communication methods to share information with parents. For example, through newsletters and face-to-face discussions. Parents comment how much their children have benefited from the very structured and focused environment provided by the childminder. They report that their children have developed good manners and listening skills.
- The childminder shows a commitment to her ongoing professional development. She regularly completes online training to update her knowledge and help improve her practice. The childminder has good links with other childminders and often meets up with them to share ideas.
- Overall, children behave well. The childminder gives them an abundance of praise and teaches them to share, take turns and be polite and kind to others. However, she does not consistently help children to understand why some behaviours are acceptable and others are not. For example, on a small number of occasions, children kick toys and run indoors. Although the childminder tells them that certain behaviours are not allowed, she does not explain to them that these rules help to keep them safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding duties and follows local safeguarding procedures. She knows the signs that may indicate that a child could be at risk of abuse and neglect, including wider safeguarding issues, such as female genital mutilation and exploitation. The childminder has comprehensive policies in place, with information readily accessible should she have a concern about the welfare of a child. The childminder keeps up to date by attending regular training. She reads newsletters from local safeguarding partners to keep alert to local concerns. The childminder ensures that her home is safe and secure.

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

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

- continue to develop questioning technique so that the most-able children are consistently challenged and supported to achieve the best possible outcomes
- provide children with even more support to help them to develop a greater awareness of why some rules and boundaries exist.

## Setting details

<b>Unique reference number</b>	EY269613
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10137024
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	22 March 2016

## Information about this early years setting

The childminder registered in 2004. She lives in Fleet, Hampshire. The childminder works Tuesday to Friday, between 8am and 5.30pm, for most of the year. The childminder has an appropriate level 3 childcare qualification.

## Information about this inspection

### Inspector

Ingrid Howell

### 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 her evaluation of the provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at the documentation used by the childminder, including evidence of the suitability of adults in the household, and training certificates.
- The childminder showed the inspector all areas of her home that she uses for childminding and explained how she organises her space and resources to meet children's care and learning needs.
- The inspector took account of the views of parents through written feedback provided.

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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