

Childminder report

Inspection date: 4 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children do well in this purpose-built extension to the childminder's home. They are eager to learn and display confidence as they explore. All children make good progress in their learning from their starting points. They have access to a broad range of activities and good-quality resources, which help them to develop their imaginations. For example, children create 'potions' with real flowers and different coloured water in the garden. They enjoy the freedom to investigate different textures of materials. Children mix sand and water together and keenly observe the change. This supports their curiosity skills.

Children behave well and are courteous to others. They play cooperatively with friends and share ideas to solve a problem, for example when they make balls go faster down a slope. Children succeed by changing the incline of tubing. This helps promote their abilities to think logically.

Children learn about healthy lifestyles. They have ample opportunities to enjoy the fresh air and develop their physical skills. Children learn to climb, balance and jump with increasing competency in the garden. They transfer and extend these skills when they use larger equipment on visits to local places of interest, such as woodlands and parks. The childminder and her assistants talk to children about nutritious foods and drinks. Children learn the positive effect of milk on their bodies, such as making them strong.

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

- The experienced childminder has a good understanding of how young children learn. She gathers comprehensive information from parents about what their children know and can do. She uses this information to help build on children's knowledge and skills. For example, children concentrate for long periods as they make sandcastles. Older children work together to successfully create a pyramid sandcastle. This helps to promote children's thinking skills.
- The childminder and her assistants know how to support children in their language development. They interact effectively with children and narrate what is happening. Younger children hear new words and begin to use them in their play, such as 'splash, splash' when at the water tray. Older children readily talk about their experiences and apply it to new learning. They are confident talkers and are well prepared for their next stage in education.
- Children are encouraged to be independent from the outset. They follow a routine as they arrive at the setting. Children confidently self-register as they find a doll with their name on and place it in a dolls' house. This helps them to recognise their names in print. However, routines later in the day are less well established. The childminder and her assistants do not have clearly defined job

roles at mealtimes. As a result, children wait at the tables longer than necessary and become restless.

- Children's mathematical knowledge is enhanced in many ways as they engage in play. For instance, an obstacle course in the garden has number cards that children can see, placed underneath. Children are encouraged to identify the number and correctly count the steps they make to complete the course.
- Children demonstrate a love for books and singing. They sit in the garden and listen intently to the stories being read to them. Children sing their favourite songs in tune. They learn to sit in small groups with an adult and hold meaningful discussions. However, the childminder and her assistants do not insist that children follow rules of discussion, for example to listen, value each other's contributions and take turns to speak one at a time. This means children do not learn important aspects from each other.
- Parents are impressed with the care and education their children receive at the childminder's home. They comment on an increase in their child's confidence, social skills and general knowledge. Parents value the electronic, written and verbal communication they receive, which details their children's achievements and what they need to learn next. This approach supports children's continuity of care and development.
- The childminder places a high priority on her own and her assistants' professional development. They attend regular training which has improved their practice, for example in understanding children's different learning styles. This has a positive impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of safeguarding matters. They recognise the potential signs and symptoms that might give them cause for a concern about a child's welfare. This includes possible risks to children from extremist views. The childminder and her assistants are familiar with the correct procedures to follow to keep children safe from harm. They ensure that children are able to play in a safe and secure environment. The childminder and her assistants regularly carry out training to ensure their child protection knowledge is current. The childminder carries out robust safer recruitment procedures to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- help children to develop more listening and attention skills when in small-group activities, so that they hear contributions from others to advance their learning further

- ensure that routines of the day run more smoothly and swiftly, by allocating adult jobs so that staff are readily available to provide quality interactions with children leading up to and during mealtimes.

Setting details

Unique reference number	EY423936
Local authority	Hampshire
Inspection number	10228560
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	1 to 11
Total number of places	18
Number of children on roll	38
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2011 and lives in Basingstoke, Hampshire. She provides care from 7.30am to 6pm, Monday to Friday, all year round. The childminder receives funding for the provision of free early education for children aged three and four years. She holds a relevant level 4 qualification in childcare and works with three assistants at different times.

Information about this inspection

Inspector
Sonia Panchal

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 their evaluation of the setting.
- The childminder and her assistants talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The inspector carried out a joint observation of an activity with the childminder to evaluate the effectiveness of staff practice.
- Parents shared their written views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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