

Childminder report

Inspection date: 11 May 2022

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| 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

There are high expectations for all children to achieve and make good progress. Children develop a great interest in books. During the inspection, they listened attentively to a story about a turtle. They enjoyed turning the pages of the book, repeated words they heard and talked about the story.

Children are happy, settled and behave well. They show concern for their friends and kindly ask them 'are you are okay?' They develop a good sense of achievement during activities. For example, they jump up and down and say 'I did it' when they complete a game independently. Children persist and concentrate well during activities and are motivated to learn. For instance, older children thoroughly enjoy trying to create different colours by mixing paints. They are extremely pleased with themselves when they eventually create the colour purple. Younger children confidently decide to explore the paint with their hands, which they use to make marks and prints.

Children develop a good understanding of the world. For instance, they thoroughly enjoy regular outings to a local farm, where they see different animals, such as lambs, and learn to cross bridges over a river safely.

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

- The childminder encourages children to make choices during all activities. She encourages them to share their ideas and the information they have learned. The childminder helps children to develop the confidence to talk about their feelings. For instance, children say they feel 'happy' when the childminder shows them pictures that reflect different emotions. However, she does not support their emerging sense of identity further.
- The childminder forms positive relationships with children. She joins in their play and makes sure they are happy and have fun. For example, she laughs with them when she lifts them up to look in a mirror, so they can see their 'milky moustaches' after having a drink.
- The childminder supports children to learn to take turns during activities. She sets clear expectations, so that all children are included in activities and encourages them to use 'indoor voices' when they get overexcited. The childminder successfully helps children learn to be polite and develop good manners.
- The childminder has a good understanding of child development, which she uses to provide children with an ambitious curriculum. However, she does not further extend and challenge children's gross motor skills to support their enjoyment of being active.
- The childminder develops children's communication and language development

well. She makes sure that all children are given time to talk. She provides a positive role model and shows children that adults will listen to them and explain things. For instance, she helps them to set up and use a play telephone with a long pipe and two receivers.

- The childminder supports children to develop the skills they need for the future. She encourages them to be as independent as possible and to learn to do things for themselves. The childminder encourages the children to help prepare the fruit they eat at snack time. They use safe knives to cut the fruit and proudly say, 'I did cut it'.
- The childminder has improved how she supports children to think and solve problems for themselves. She shows children how to do things and asks open questions that successfully encourages them to have a go. For example, when they learn to play table top games and to count in numerical order to 20.
- The childminder has improved how she helps all children to develop pre-writing skills. She provides lots of activities that successfully help children develop good hand and eye coordination. For instance, she shows them how to complete puzzles, and then gives them time to try things for themselves.
- The childminder works well in partnership with parents to meet children's individual needs. She regularly talks with parents and agrees children's next steps for learning. The childminder uses information from other early years settings that children attend to provide continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibility to safeguard children's welfare. She knows what to do if she is concerned about a child's safety. She communicates with other agencies when needed and closely monitors children's well-being. Since the last inspection, the childminder has completed additional training that has refreshed her understanding of child protection. For example, risks related to extremism and radicalisation. The childminder use risk assessment well to reduce hazards and keep children safe. For example, when she takes them on outings she makes sure they are well supervised 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:

- challenge and enhance children's physical skills and their enjoyment of being active further
- consider ways to support children to learn about differences between themselves and others to further support their positive sense of identity.

Setting details

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| Unique reference number | 111697 |
| Local authority | Hampshire |
| Inspection number | 10228148 |
| 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 | 2 to 6 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 13 January 2017 |

Information about this early years setting

The childminder registered in 1994. She lives in Alton, Hampshire. She provides care for children from Monday to Friday, for most of the year. The childminder receives funding to provide free early education to children aged two and three years.

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 that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk and joint observation together.
- The inspector observed children taking part in indoor activities.
- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector looked at documentation, including comments from parents about their children's care and learning.

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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