

Childminder report

Inspection date: 10 June 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 are happy in this friendly and nurturing environment. They quickly form affectionate bonds with the childminder, who is responsive to their needs. This helps them to feel safe and protected. Children happily play on their own and with others. They welcome visitors with a smile and talk to them about their experiences. Children freely explore all learning areas and engage with sustained concentration. They enjoy a wide variety of activities on offer and progress well.

Children learn to be independent and manage their own needs. Older children confidently manage their toilet needs and handwashing. Children are familiar with their daily routines and get excited when it is time to go to the local park. Children talk enthusiastically about using the swings and balancing on giant logs at the park. This supports their physical skills and emotional well-being.

Children develop a love for books and have their favourites, which they enjoy hearing again and again. This experience is enhanced further through story props. For example, children use a model of 'Elmer the Elephant' to decorate a picture of the story character. They are encouraged to talk in detail about what happens to 'Elmer' in the story. This helps children gain a better understanding of characters in books.

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

- The childminder speaks about her work with great passion. She knows children and their families well. The childminder is a good role model and demonstrates her understanding of how young children acquire good language. She engages children in interesting two-way conversations and also encourages them to talk about their home experiences. For instance, a discussion about healthy foods is extended to include the nutritious foods that children's pets eat. This approach helps to make learning more meaningful for children.
- The childminder gives high priority to children's personal, social and emotional development. She sensitively supports children, particularly those new to the provision, to settle in happily. Children are delighted when praised and behave positively to meet the childminder's high expectations of behaviour.
- The childminder gathers relevant information from parents to identify children's interests, needs and abilities. She uses this information to support children's learning. However, the childminder does not consider all opportunities to deepen and broaden children's knowledge further. For example, children are interested in elephants and the opportunity to learn more about real elephants is not optimised.
- The childminder is committed to an inclusive approach. She ensures all children are given equal access to the curriculum as she adapts her approach dependent

on individual needs and abilities. However, she does not fully utilise what she knows about children's home backgrounds to strengthen their awareness of their own and other children's cultural heritages. Children are not consistently given opportunities to help them understand what makes them unique.

- The curriculum for mathematics is intertwined throughout all areas of learning. Children are encouraged to practise these skills in a variety of situations, such as at the park. They play an interactive game called, 'What's the time Mr. Wolf?' Children know the rules well and correctly count the number of steps they need to take. This game, a clear favourite with children, has helped their understanding of numbers in a fun way.
- The childminder forms trusted bonds with parents. Parents say that their children cannot wait to come to the childminder's home. They value the verbal feedback as well as the communication received through a messaging application. Parents are happy with their children's progress, especially in speech and social skills. They comment positively on the advice the childminder offers and state that she has 'made parenting their children easier'. Parents notice children readily washing their hands at appropriate times at home, due to the consistent approach by the childminder.
- The childminder has strong links with other settings that children attend as well as local schools that they move to. The exchange of information about children's progress is effective, as all involved with children work together on the same next steps of learning. This helps to support children's continuity of development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She keeps her safeguarding knowledge up to date. The childminder knows how to recognise safeguarding concerns, including exposure to children from extremist views and behaviours. She understands local procedures to report concerns about a child's welfare. The childminder works effectively to identify and take steps to minimise hazards to children. She supervises children well when they choose to play indoors or outdoors, to help ensure children remain safe. The childminder talks to children about why it is important to help tidy away when they have finished playing, so everyone stays safe and the toys are cared for.

What does the setting need to do to improve?

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

- provide opportunities for children to strengthen their awareness of their own and other children's cultural heritage to further support their understanding of what makes them unique

- make consistent use of opportunities to deepen and broaden children's knowledge of their topics of interest.

Setting details

Unique reference number	112152
Local authority	Hampshire
Inspection number	10228153
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	6
Number of children on roll	16
Date of previous inspection	22 September 2016

Information about this early years setting

The childminder registered in 1993. She lives in Popley, Basingstoke. The childminder operates Monday to Friday from 7.30am to 6pm, all year round. She holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Sonia Panchal

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 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 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.
- Parents shared their views of the education and care the childminder provides.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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