

Childminder report

Inspection date: 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel happy, safe, and secure in the warm and welcoming setting. Resources are easily accessible, and children make independent choices in their play. The childminder provides an inclusive environment for all children and ensures that their individual needs are met. Children demonstrate a positive attitude to their learning and make good progress from their starting points. They enjoy the time that they spend in the childminder's garden. She provides them with lots of outdoor play opportunities. For instance, children explore how quickly water flows through a funnel and use play apparatus to help develop their physical skills.

Children are encouraged to lead active and healthy lifestyles. They regularly visit local parks, where they benefit from plenty of fresh air and exercise. Children have good opportunities to learn about where their foods come from. For instance, they grow fruit and vegetables in the childminder's garden.

Children successfully develop the skills they need for the next stage in their learning. For example, they demonstrate good levels of independence and confidence as they complete simple tasks, such as helping to sweep up spillages. Children have a secure understanding of how to keep themselves safe. For example, they use apparatus carefully and confidently climb to the top.

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

- The childminder regularly assesses children's learning, to help identify what they know and can do. She teaches in a way that helps them to develop their knowledge further, for example by asking them questions to find out what they already know. The childminder uses this to adapt her teaching accordingly, to help children to learn further. For instance, she asks them if they can find a 'blue bear'. When children cannot identify the correct colour, the childminder shows them a 'blue bear' and comments, 'This is a blue bear. Can you find a one the same?'.
- The childminder celebrates children's individual achievements well. For example, she praises them when they complete tasks that they initially find difficult. These positive interactions help to build on children's resilience.
- The childminder provides children with a good range of activities and, overall, they engage well. However, the childminder does not ensure that all children consistently benefit from her interactions. For example, she does not position herself well so that children can benefit from her eye contact during interactions. As a result, children lose interest.
- The childminder incorporates mathematics into everyday play. For example, she counts as she talks to children. Children understand mathematical concepts that are age appropriate. For instance, they count to three during cooking activities.

- Partnerships with parents are good. The childminder uses effective communication methods to share information with them, such as face-to-face meetings. She uses these opportunities to share ideas on how they can support learning at home. Parents report that their children are happy in the childminder's care. They are confident that she provides a safe environment.
- Overall, children make good progress in communication and language, and the childminder supports this area of learning well. For instance, she provides a dialogue and introduces new words to help to increase children's vocabulary. However, she has not explored a variety of ways to help children who speak English as an additional language to communicate more effectively with her.
- The childminder is aware of the importance of keeping her knowledge and skills up to date. Since registering, she has completed further training to help her develop a greater understanding of how children learn and develop. This has enabled her to identify specific milestones and identify any emerging gaps in children's learning.
- Overall, children behave well and play harmoniously with others. However, rules and boundaries are not always applied consistently. On occasion, the childminder does not notice when children snatch toys from others. As a result, children are not consistently learning that some behaviours are acceptable, and others are not.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. The childminder is aware of all child protection issues, including exploitation, extremism and radicalisation. She carries out regular checks of her home and garden to help provide a safe environment for children.

What does the setting need to do to improve?

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

- enhance the quality of interactions with children to ensure that they consistently benefit from positive eye contact during activities
- continue to explore a variety of ways to enable children who speak English as an additional language to communicate more effectively
- provide clear and consistent messages for children to support their understanding of why some behaviours are acceptable and others are not.

Setting details

Unique reference number	2504116
Local authority	Hampshire
Inspection number	10191638
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Aldershot, Hampshire. The childminder operates Monday to Friday from 7am to 6pm, throughout the year. She receives funding to provide free early education for children aged two, three and four years.

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 setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The views and opinions of the children and parents were considered during the inspection.
- The inspector sampled a range of documentation, including the paediatric first-aid certificate and public liability insurance.

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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