

Childminder report

Inspection date: 17 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 arrive happily and enjoy their time at the childminder's setting, where they show that they feel settled and at ease. They develop their confidence and self-esteem well, for example through receiving positive praise and encouragement. Children take part in activities enthusiastically. On the day of the inspection, children thoroughly enjoyed being physically active while playing on a water mat, before it became too hot to be outside. Older children were observed choosing resources and activities independently. They maintained their interest well during their self-initiated play. Children use their hands and learn to control small tools, such as when playing with dough. This helps to strengthen the muscles in their hands and promotes their imagination as they create their own designs.

The childminder and her assistant are keen for children to learn and to develop their knowledge and understanding. Overall, this helps children to gain the skills they need for their future learning. Children learn to listen and concentrate well. This was demonstrated when they took part in a group activity, where they named animals in both English and other languages spoken at home. Children are beginning to develop their awareness of the behaviour expectations. They make friends with other children who attend and generally play cooperatively together, such as during imaginative play with cars.

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

- The childminder and her assistant work closely together. They complete relevant training to help support them in their roles. The childminder regularly shares information about early years practice and provides ongoing feedback to guide her assistant in their work. This helps to promote consistency in meeting children's individual needs.
- Children who are learning English as an additional language use both English and their home language in their play and learning. For instance, they name items they see in the pictures in both languages when reading a book. This helps to develop the use of English alongside other languages spoken at home effectively.
- Children develop awareness of their self-care and healthy practices. For example, they learn the importance of washing their hands before eating to remove germs. However, the childminder does not fully extend children's independence and understanding of personal care, particularly for those preparing to start school. For instance, at snack time and lunchtime, the childminder carried out tasks for children, which they are capable of doing for themselves. In addition, older pre-school-age children sometimes use the potties which are placed in the main playroom.
- Overall, the environment is planned and organised effectively. Children have

comfortable places to settle to play, including rugs and small sofas. The main playroom is inviting and welcoming to children. For example, photographs of the children are on display and the childminder and children talk about past activities and outings. This helps children to recall information and use their communication and language skills effectively.

- Parent partnerships are positive. The childminder shares details with parents about their children's time at her setting and provides information about children's development and progress. For instance, photographs and information are shared through an online system. Parents praise the childminder's service highly. They highlight that their children look forward going to the childminder's setting and enjoy their time there. In addition, they state that their children make good progress in their learning.
- The childminder makes good links with other settings that the children attend. This enables her to communicate and to share information effectively with other settings. As a result, this contributes to a consistent approach to supporting children's care and learning needs.
- Children enjoy their time at the setting. They mostly behave well. The childminder and her assistant promote the expectations of behaviour well, such as 'good listening' and 'kind hands'. They intervene calmly to support children's behaviour when needed. Sometimes, they do not explain to children about why their behaviour is not acceptable or what impact this may have on them or others. This does not build on children's developing understanding of how to manage their own feelings and behaviours.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant both have a secure understanding of their safeguarding responsibilities. They know how to recognise, respond to and manage any concerns about children or each other should these arise. They have clear information about referral processes, including contact numbers for outside agencies. The childminder and her assistant demonstrate a good understanding of how to keep children safe. For instance, they complete risk assessments for when they take children out in the car. The childminder guides children appropriately about how to keep themselves safe. For instance, she talks about the safe use of internet-enabled devices during children's role play.

What does the setting need to do to improve?

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

- reflect on and review practice to help identify improvements to extend children's learning and development further, including providing more support to help enhance their understanding of how to manage their behaviour and feelings

- build on children's understanding of their personal care and extend their independence, to help them manage more tasks by themselves and to promote their readiness for their next stage of learning more effectively.

Setting details

Unique reference number	2559765
Local authority	Hampshire
Inspection number	10232115
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	0 to 11
Total number of places	5
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Andover, Hampshire. The childminder works with an assistant. She offers her service all year round, Monday to Friday from 8am until 6pm, except for when taking family holidays. The childminder holds qualified teacher status. She is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sheena Bankier

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 showed the inspector her premises and explained her curriculum intentions for children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- Children chatted and interacted with the inspector during the inspection.
- The inspector observed children's play, their learning activities and their interactions with the childminder and her assistant.
- Parents who were available on the day of the inspection gave the inspector feedback about the childminder's service.

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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