

Childminder report

Inspection date: 21 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 make secure relationships with the childminder, who offers a nurturing and welcoming environment. They are keen learners and develop good memory skills. Children use photos of past activities to recall the method they followed when making play dough. This helps them to apply acquired knowledge in new situations.

Children behave well and understand expectations in place to ensure they are safe. Children play well together. Older children show kindness and consideration to the younger ones. For example, they model the use of a wand to make bubbles, encouraging younger children to join in. Children dance and sing to songs with great enthusiasm, as part of their morning welcome activity. They suggest their favourite songs that they want to sing together. Children show a developing competence at remembering the lyrics and dance moves. They giggle as they anticipate the next number to follow in number rhymes and show the correct number of fingers in a countdown from five. Children make good progress in their learning and development.

Due to the impact of the COVID-19 pandemic and limited experiences to meet new people, children enjoy daily trips to the local park and woods. They are intrigued by visitors to the setting and ask questions to find out more about them. This helps them grow in confidence and develop good social skills.

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

- The experienced childminder speaks passionately about her role and is dedicated to continual improvement. She gains sufficient information from parents about their children's interests and abilities. This helps her to know children well. The childminder uses this knowledge, coupled with her ongoing observations of children, to plan interesting activities and exciting experiences. For example, in an activity involving numbered candles, children recognise the numerals correctly and pretend to blow out the candles, relating it to their own birthday celebrations. This demonstrates that children are able to make connections in their learning.
- Children show a growing capacity to apply their number skills. With the childminder's support, they work out which child at the setting is the youngest and arrange all children in order of youngest to the oldest. This clearly demonstrates children's good understanding of number in real life situations.
- Children are provided with opportunities to enhance their communication and language. They are encouraged to recognise their own names on bags containing play dough, to help them know that print carries meaning. Children use a selection of natural resources to decorate models made out of play dough.

They are beginning to share their ideas with each other. However, at times, the childminder does not allow children time to think, try out their own ideas and complete an activity themselves. She is often too quick to give suggestions of how she wants the task done while, given a chance, children could apply their own critical thinking to complete it successfully. This means, children have limited opportunities to maximise their thought processes and creative skills to take them to a higher level.

- Children show increasing curiosity and fully engage in the inviting range of activities on offer. They demonstrate good recognition of sea animals and name these correctly as they play at the water fountain tray. Children clearly show a great interest in sea creatures. However, the opportunities to deepen and extend their knowledge, such as the habitat of these creatures or why they have certain features, are not fully explored.
- Children have good independence skills. They confidently manage their own self-care needs, such as washing hands before snack time and taking themselves to the toilet when they need to. Children are mindful of dangers and are successful at preventing accidents from happening. For example, before setting off in their ride-on cars, they look around and remove any hurdles in their way.
- Parents speak highly of the care their children receive at the childminder's home. They describe her as a 'true asset to the childminding community'. Parents welcome the photos and videos of their children sent through a messaging application. They are impressed with their children's ongoing progress, especially in their mathematical abilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to protect children from risk of harm. She updates her safeguarding knowledge through training and research. The childminder knows how to recognise potential signs and symptoms of abuse, including exposure to extremist views and behaviours. She is aware of the local procedures to follow to report any concerns about a child's welfare. The childminder ensures the learning environment is safe and secure for children. She carries out robust risk assessments daily, so that potential hazards are minimised. Children follow the childminder's lead and demonstrate that they are capable of identifying and managing risks.

What does the setting need to do to improve?

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

- strengthen skills and knowledge to recognise and provide opportunities that extend and deepen children's learning
- allow children enough time to think and apply themselves, test own ideas,

knowledge and skills, to successfully complete tasks on their own.

Setting details

Unique reference number	113102
Local authority	Hampshire
Inspection number	10228165
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 14
Total number of places	3
Number of children on roll	4
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 1998. She lives in Popley, Basingstoke, Hampshire. The childminder provides care from Monday to Friday, 7am to 6pm, all year round. She holds a relevant qualification at level 3. The childminder receives funding for the provision of free early education for children aged three and four years.

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 carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents and children shared their views of the education and care the childminder provides, with the inspector.
- 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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