

Childminder report

Inspection date: 21 June 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

Children are happy, settled, behave well and demonstrate a positive attitude to learning. They explore the environment with confidence and ease, and make choices about what resources they want to play with. Children are happy to share and take turns, and are polite and considerate to the childminder and each other. The childminder acts as a positive role model and has clear rules and expectations for children's behaviour and conduct. For instance, she gently reminds them to ask before they leave the table after meals. Children use good manners as they ask politely to get down from the table.

Children enjoy the time they spend in the childminder's garden. They are keen to explore, investigate and find out new things, such as exploring different insects. The childminder encourages them to be physically active through fun activities. For instance, they have tremendous fun and demonstrate good physical skills as they move in a variety of ways, such as crawling like a spider and flying like a bee.

Children make good progress from their starting points and develop the skills they will need for their future. For instance, they persevere when faced with challenges and display a can-do attitude to learning. Children use numbers in their everyday play and demonstrate a good understanding of mathematical concepts appropriate for their age. For example, they stretch their arms wide to indicate that something is big.

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

- The childminder is aware of the potential impact that COVID-19 has had on children's learning and development. She has identified that after the national restrictions, some children needed support to develop their personal and social skills. The childminder stayed in touch with families and shared video messages to support children while they were off. This helped children to settle quickly on their return.
- Partnerships with parents are good. Parents report favourably about how well their children are progressing and the many opportunities they enjoy when in the childminder's care. For example, they comment that their children enjoy attending toddler groups and visit the park to feed the ducks. Parents feel that these positive experiences help to build on children's confidence in social situations.
- Children are confident communicators and eager to join in with singing familiar songs and rhymes. They listen with interest to familiar stories and confidently predict what will happen next. The childminder successfully extends children's learning further. For example, she teaches them the names of insects that might be less familiar to them, such as 'cricket'.

- The childminder is effective in helping children to understand the importance of leading a healthy lifestyle. During meals and snacks, she talks to them about the healthy foods that they are eating. Children enjoy listening to stories about the importance of brushing their teeth. They comment to the childminder that they clean their teeth in the morning before coming to her home.
- Overall, the childminder interacts well with the children. She talks to them in an age-appropriate way and expertly extends their communication and language skills effectively. The childminder asks children questions to help her to identify what they know and can do, and extend their knowledge and skills further. However, she occasionally becomes distracted from her interactions with the children to complete tasks. As a result, the teaching is also interrupted.
- The childminder knows the children in her care well, including their likes, dislikes and what makes them unique. She uses this information to plan an effective curriculum, based on children's individual interests and what they need to learn next. However, the childminder sometimes completes tasks that children could easily do themselves, such as tidying the toys away when they have finished playing with them.
- The childminder is committed to her ongoing professional development. Since her last inspection, she has completed lots of face-to-face and online courses. The childminder has developed good links with other childminders. They meet regularly to discuss ideas for activities and examples of good practice. This helps the childminder to continually reflect on her provision and keep her knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep the children in her care safe. She completes regular training to help her to identify the signs that indicate that a child might be at risk of harm. The childminder knows the procedures she must follow in the event of a concern. This includes what she should do if an allegation is made against her, or any adults involved in children's care. The childminder ensures that children are supervised during all activities. She checks her home each day before children arrive. This enables her to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- continue to develop the interactions with children so that they benefit fully from uninterrupted contact with adults
- provide more opportunities for children to complete tasks, to help develop their independence skills further.

Setting details

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| Unique reference number | EY435764 |
| Local authority | Hampshire |
| Inspection number | 10219760 |
| 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 6 |
| Total number of places | 4 |
| Number of children on roll | 6 |
| Date of previous inspection | 18 August 2016 |

Information about this early years setting

The childminder registered in 2011. She lives in Four Marks, Hampshire. The childminder operates Monday to Thursday from 7.30am to 6pm, for most of the year. She holds a relevant childcare qualification at level 3. The childminder receives funding to provide free early years education for children aged 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 views and opinions of the children and parents were considered during the inspection.
- 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 inspector sampled a range of documentation, including the childminder's 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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