

# Childminder report

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Inspection date: 21 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Young children receive the support they need so that they feel settled and happy in the childminder's care. The childminder has a very secure understanding of the children's care and learning needs, which, overall, helps her meet these effectively.

Children benefit from very well-considered resources and activities that help them engage highly successfully in their play and learning. They confidently explore and investigate different materials, such as finding model insects and numbers hidden in oats and cereal. Children develop and use their small physical skills effectively. For example, they use different types of tools, such as large tweezers, to pick up items. They experiment with these, finding out which tools work best. Children confidently recall their previous learning and use this knowledge in their play. For instance, an older child talked about their understanding of different insects and used a book to identify further information.

Children learn about how things work and they develop a strong sense of curiosity. For instance, they experimented with a solar-powered water feature, observing how the water made a fountain when it was in the sun. Children behave exceptionally well. They are respectful to others. They become exceptionally absorbed during activities, extending their concentration skills. This helps them to develop the skills they need for the next stage in their learning.

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

- Children grow in confidence extremely well. The childminder recognises the impact of COVID-19 has had on some children, such as reducing their contact with others. She sensitively supports children to help them develop the skills they need, for example by preparing them carefully for new events and offering them social activities. This helps to build children's confidence with new adults and children.
- Partnerships with parents are strong and well established. The childminder and parents share information about children's care and learning effectively to provide a consistent approach between home and the childminder's setting. They work closely together to help settle new children into the childminder's care successfully. Parents are extremely complimentary about the childminder's service and praise it highly. They comment that they are very happy with the care of their children. They state that they are kept very well informed and that the childminder works very closely with them. Parents say they are able to see the difference in their children's progress since starting.
- The childminder has an effective understanding of what she wants children to learn and why. She understands that children need to build on their learning over time and sequences her curriculum to reflect this. Overall, she provides

good-quality interactions to support children's learning. However, at times, during group activities, the childminder does not provide as consistent as possible support for all children's learning. In addition, sometimes, children do not have enough time to think and respond to the childminder's questions.

- The childminder plans and offers a broad range of interesting and engaging activities and outings. Children benefit from outings, which help develop their social skills and understanding of the world they live in. For example, children went strawberry picking, helping them to understand where food comes from. The childminder is very mindful of supporting children who will start school, for instance ensuring they spend time socialising with friends who are also going to school.
- Children develop their independence effectively. For instance, they make choices about whether to pour themselves a drink of water into a cup and sometimes help prepare snacks. Children behave incredibly calmly and considerately for their age and show they understand safe behaviours. For instance, at snack time, older children were exceptionally sensible when sitting on adult-sized chairs while eating.
- The childminder uses her professional development effectively to support her practice, for example to teach older children about phonics and early writing appropriately. Generally, the childminder reflects on her practice and provision effectively. She makes improvements to her setting that benefit children. This includes how she organises resources in her home to help children engage highly effectively. In addition, she shares activities and resources with parents to further support children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge and understanding about safeguarding matters updated, such as through regular training. She has an effective knowledge and understanding of her responsibilities to safeguard children. This includes recognising possible concerns about their welfare and following local safeguarding referral processes. The childminder understands how to keep children safe in her care. For example, she carefully manages the care of her pet dogs alongside the children. In addition, she has effective procedures to keep children safe while out and arrangements for their collection from her care. For instance, the childminder requests photos and a password if children are collected by someone new to her.

## What does the setting need to do to improve?

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

- develop the use of questioning so that children consistently have enough time to think and respond, to help them recall and consider their thoughts before

answering

- reflect on practice to consider and provide even more effective support to children, particularly during group activities, to help build on their learning further.

## Setting details

<b>Unique reference number</b>	EY445243
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136731
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	15 September 2015

## Information about this early years setting

The childminder registered in 2012. She lives in Andover, Hampshire. The childminder offers her service from 7.30am to 5.30pm, Monday to Friday, all year round. She receives funding to provide free early years education to children aged two, three and four years. The childminder holds a recognised childcare qualification at level 3.

## Information about this inspection

### Inspector

Sheena Bankier

### 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 their evaluation of the childminder.
- The childminder discussed and explained her curriculum learning intentions with the inspector.
- The inspector interacted with the children present at the inspection and chatted to the older children about what they enjoy doing.
- The childminder showed the inspector her premises and discussed how she organises her service, such as the arrangements for children to sleep and to access the toilet.
- Parents' written feedback was reviewed and taken into account by the inspector.
- The childminder and the inspector evaluated an activity.

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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