

# Childminder report

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Inspection date: 22 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled. They feel safe and secure with the childminder and her assistant. Children have strong bonds with each other. They turn to the childminder and her assistant for cuddles and reassurance when needed. Children behave well. They follow instructions and understand the high expectations of them. Children are excited to include each other in their games. For example, they eagerly come and get their friends to play a game of chase in the garden. Children are keen to learn and explore. They independently select the resources they wish to play with.

Children love to sing nursery rhymes. They excitedly join in with the actions on their favourite songs. Children listen carefully as they move to the music. They giggle in delight as they count backwards from five before jumping out of the way when the floor becomes 'lava'. Children learn to take turns with adult support as they play. For example, the childminder models how to take turns as they pick up cards for their 'shopping basket' game. Children make good progress and are well prepared for their next stages in learning.

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

- The childminder has high expectations of children's capabilities. She plans a curriculum which supports this. For example, older children learn about mathematical concepts such as halves and quarters. The curriculum also has a strong focus on personal, social and emotional skills.
- Children develop a love of books from a young age. They have clear favourites. Children sit and listen attentively when they are read to. They are highly engaged and join in with the actions as they 'run away' from the 'bear' in 'We're going on a bear hunt'.
- The childminder has good partnerships with parents. They describe the childminder as someone who is 'going the extra mile'. The childminder provides parents with information about children's learning and development regularly.
- The childminder supports children and parents with learning about healthy lifestyles. For example, she provides them with healthy lunchbox ideas. The childminder encourages children to try different fruits for snack. They talk about oranges being juicy.
- Children love to chatter and babble. However, the development of their language skills is inconsistent. For example, the childminder does not consistently model language back to children with the correct pronunciation. At times, the childminder and her assistant do not extend children's vocabulary further.
- The childminder has a secure knowledge of the good progress children make. She uses this to develop children's learning further. This supports children as

they move on to their next stage of learning. For example, when they transition to 'big school'.

- Younger children are not consistently supported with managing their personal hygiene needs, for example when they cough and sneeze. The childminder and her assistant do not fully consider how to teach children the skills they need to be able to manage their self-care independently.
- The childminder works effectively with her assistant. For example, they regularly discuss the children's progress together. They decide together about what the children need to learn next. This helps to provide a consistent approach to children's development.
- The childminder ensures that she has regular meetings to support her assistant's well-being. She supports her assistant's professional development. They work together on areas the assistant wants to further develop her knowledge in. The childminder ensures she keeps her assistant up to date, for example by explaining the changes to the early years foundation stage.
- Children learn about the wider world through frequent trips out and about. For example, they go to the library and the beach. Children learn about people and communities through the different people they meet at group activities. They also enjoy celebrating the cultures of each other. For example, children took part in 'Canada day'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant recognise the signs and symptoms that may indicate a child is at risk from harm. They understand the local safeguarding partnership procedures to follow if an allegation is made about either the childminder or the assistant. Both the childminder and her assistant are aware of a variety of safeguarding issues, such as radicalisation and extremism, and the actions to take if they are concerned. The childminder understands the importance of ensuring suitability checks are carried out for anybody in the household or who joins the household.

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

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

- develop more consistent role modelling of language to further develop children's communication skills
- develop younger children's understanding of personal hygiene to help them manage their own self-care needs.

## Setting details

<b>Unique reference number</b>	2494869
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10212911
<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>	0 to 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	8 October 2021

## Information about this early years setting

The childminder registered in 2018 and lives in Waterlooville, Hampshire. She operates Monday to Friday all year round. The childminder accepts early years education funding for three- and four-year-old children. She regularly works with an assistant.

## Information about this inspection

### Inspector

Natasha Jarvis

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder discussed her curriculum intentions to the inspector during the learning walk.
- Parents shared their views with the inspector.
- The childminder and the inspector took part in a joint observation of the assistant.
- The inspector observed the childminder, her assistant and the children throughout the day.
- The inspector sampled relevant documents.
- The childminder, her assistant and the inspector took part in discussions.

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  
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Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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