

# Childminder report

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Inspection date: 16 August 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and content in the childminder's home. They enjoy playing with the childminder and their friends. For example, children giggle and laugh with each other as they play hide and seek. Children have a secure sense of belonging.

The atmosphere at the childminder's home is calm and nurturing. The children benefit from supportive, caring relationships with the childminder. They are extremely confident in social situations. For example, children happily sing songs they learned while travelling in the car with their parents. They are beginning to understand what makes them unique.

Children have positive attitudes towards play and learning. For example, children work together to make their own hats and fish bowls from paper plates. They excitedly talk to their friends about their creations and keep trying hard to cut them out independently. Children concentrate for long periods on activities that they enjoy.

Children's communication and language skills are strong. They are able to articulate what they know and can do. For example, children joyfully explain how their dog at home looks like a dog on a children's television programme. They say that their dog needs to go to the 'dog doctor' as it has hurt its neck. Children are able to communicate their own ideas and needs well.

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

- Children enjoy a wide variety of experiences at the childminder's setting. For example, they excitedly ask for more water for their bowl, as they eagerly pretend to paint the outside. However, at times, there are not enough opportunities for children to be physically active as they play. As a result, those children who are active learners do not do as well in focusing on activities.
- Overall, the childminder has high expectations for children's behaviour. She supports children to respect others by modelling positive interactions. For example, children play a card game together. They wait patiently and take turns well. However, on occasion, when children struggle to regulate their own behaviour, the childminder does not consistently use effective strategies to help them to behave well. At times, this means that children are unsure of what is expected of them.
- The childminder uses observation, children's interests and assessments to inform her curriculum. Children benefit from sequenced learning and make good progress in their development. For example, to support their speech, children start with singing and single words before moving on to word games and longer sentences. This means that children have strong foundations for future their

learning.

- The childminder knows the areas of learning well and adapts her teaching to children's different ages and stages of ability. For example, children match animal words, and the childminder supports the youngest with what sound the animal makes. She also supports the eldest to sound out and spell out the words. The childminder meets children's individual needs and they make good progress in their development.
- The children thrive in the childminder's language-rich environment. The childminder consistently introduces new words to the children to extend their vocabulary. For example, she asks the children to drink some water to stay 'hydrated'. The children quickly ask what this word means and the childminder explains it for them. This helps children to develop a wide range of vocabulary for their next phase in learning.
- The childminder engages well with other settings that the children attend. This supports the continuity of care for all children and ensures that those who may be at risk of developmental delay are fully supported. For example, the childminder communicates with schools about the strategies she uses to support the children's speech and language development. This helps children to experience a consistent approach and make improvements in their speech.
- Parents describe the childminder as 'very caring' and 'nurturing'. They say that she is very approachable and their children have secure bonds with her. This supports the respectful relationships that children receive at the childminder's setting. Parents appreciate the detailed communication they receive about their children's development. For example, the childminder uses communication books with details of the children's next steps, which helps to support children's learning at home. Parents also mention that the childminder supports them if they have any concerns at home. For example, parents value the advice given when their children were struggling to sleep at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to keep her knowledge of safeguarding issues up to date. She understands the signs and symptoms of abuse and knows the procedures to follow if she has concerns about children's welfare. The childminder understands her responsibility and how to report it if she receives an allegation about her own practice. The childminder carries out thorough daily risk assessments for the home and on outings. For example, she checks the environment for any hazardous objects prior to allowing the children to enter. The childminder ensures that all personal records and documents are up to date and securely stored.

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

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

- extend opportunities for children to develop their large-muscle skills and to be physically active in play
- improve strategies to ensure that behavioural expectations are consistently understood by all children.

## Setting details

<b>Unique reference number</b>	112714
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228159
<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>	2 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 October 2016

## Information about this early years setting

The childminder registered in 1991 and lives in Hiltingbury, near Eastleigh, Hampshire. She operates for most of the year from 8am to 6pm, Monday to Friday. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mandy Cooper

### 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 setting.
- Children told the inspector about their friends and what they like to do when they are at the childminder's setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the childminder.

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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