

# Childminder report

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Inspection date: 1 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children form close bonds and are well cared for by this nurturing and welcoming childminder. They are comfortable and happy in her home-from-home environment. Children are polite and show good manners. They are confident to express what they want and how they are feeling. They cuddle with the childminder when they feel tired and enjoy looking at photo books of their families and friends together. Children demonstrate their understanding of the clear rules and expectations the childminder has for them. For instance, they tidy up their shoes and place them next to the door when they have finished playing outside. Children know where things belong and take pride in helping with day-to-day routines.

Children are inquisitive and fascinated to watch the childminder show them how to make toy boats move in water. They are amazed as she blows the water with a straw and delight in discovering what happens. Children concentrate and focus on attempting this for themselves. They persevere and keep trying when they find things hard. Children listen to the new vocabulary the childminder introduces, such as 'ripples' and 'waves'. They begin to make connections about how things work. Children are curious and enjoy the experiences the childminder offers.

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

- Children develop a love of books and stories. They thoroughly enjoy sharing favourite books with the childminder. Children turn the pages for themselves and are keen to talk about what they can see. The childminder reads stories with enthusiasm and engages children to listen and remember what has happened.
- The childminder places a high focus on developing children's mathematical abilities. She provides ample resources to introduce children to recognise numerals. Children learn to talk about the size of objects and describe their shape and properties. They sort objects and begin to accurately count.
- The childminder provides opportunities for children to develop both their fine- and gross-motor skills. For instance, they practise their aim as they throw balls of varying sizes into hoops. Children have a go at spinning hoops around their waist and arm. They explore ways to move their whole bodies. Children use pincers to pick up objects. They independently fasten their shoes. Children develop the strength in their fingers and improve their hand-to-eye coordination.
- The childminder is dedicated in her aim to ensure children achieve the best possible outcomes. She plans a broad range of activities that are designed to provide challenge for children. However, on some occasions, these activities are not sharply tailored to children's individual learning needs and interests. Therefore, children do not deeply engage and embed their knowledge and skills

to the highest level.

- The childminder ensures children have plenty of opportunities to be outside in the fresh air. For example, they spend time in the garden, grow their own vegetables, go on walks to the local woods and visit local playgrounds. Children learn the importance of getting plenty of exercise, drinking water and eating healthy food. They learn about the benefits this has on their health and well-being.
- The childminder spends time with other childminders and attends various groups and activities in the local community. This enables her to share best practice with other professionals and provides opportunities for children to socialise in larger groups and new environments.
- Parents express how happy they are with the care the childminder provides. She keeps them informed about their child's day. The childminder finds out about what children enjoy doing at home and gets to know each family well. During periods of lockdown due to the COVID-19 pandemic, the childminder kept in close contact with families. Children took part in video calls with the childminder and their friends. They showed each other their pets and had opportunities to talk about their homes. This close contact allowed for children to continue the secure attachments the childminder had established with them.
- The childminder focuses her continuous professional development on areas that will best improve her knowledge in supporting the children she cares for. For instance, she completes courses in how best to promote young children's communication and language skills. She uses the techniques in her interactions with children to help expand their vocabulary and develop their speech.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of the various types of abuse children might be at risk from. She knows what to do to report any concerns she may have about children's welfare. The childminder ensures her knowledge of local safeguarding procedures is always up to date. She is aware of the procedures to follow if an allegation is made against her or any adults living in her home. The childminder has robust risk assessment in place to minimise hazards in her home and on any outings. She teaches children how to keep themselves safe. For instance, she talks to children about how they can safely use technology when supported by an adult.

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

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

- strengthen the curriculum intentions to focus more sharply on children's individual learning needs.

## Setting details

<b>Unique reference number</b>	111300
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10136156
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 March 2016

## Information about this early years setting

The childminder registered in 1999. She lives in Bishopstoke, in Eastleigh, Hampshire. Her service is open weekdays, all year round. The childminder accepts funding for the provision of free early years education to children aged two, three and four years.

## Information about this inspection

### Inspector

Alice M Roberts

### 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 this into account in their evaluation of the setting.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- 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.
- The inspector read written accounts from parents and took account of their views.
- The childminder and the inspector carried out a joint observation of 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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