

# 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 receive a warm welcome from the caring and passionate childminder on arrival at her home. For example, the childminder is responsive to the individual needs of children in her care. She cuddles and comforts them when they become upset, promoting their emotional well-being. They quickly settle and engage in their play, demonstrating that they feel safe and secure.

Children make good progress across all areas of learning. The childminder has high expectations for all children, including those with special educational needs and/or disabilities (SEND). For instance, she attends targeted training to ensure her knowledge is up to date. This enables her to put effective plans in place to provide individualised support, ensuring that all children make continued progress in her care.

Children behave well at the childminder's home. They have a good understanding of the boundaries and routines that are in place. For example, during free play, children can be heard saying 'first it is my turn, then it is your turn, ok?' The childminder supports them to resolve minor conflicts independently by gently reminding them of the rules. This is reflected well in children's positive behaviour and attitudes to learning.

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

- The childminder knows her children well. She plans an effective and engaging curriculum that meets the children's development needs well. For instance, they have recently learnt about the life cycle of butterflies. The children are curious and eager to share their ideas as they explore the changes to their caterpillars that occurred over the weekend. They successfully learn new words, such as 'cocoon' and 'hibernate', as their language and knowledge are extended by the childminder. Children develop detailed knowledge across the seven areas of learning.
- Children engage well with the learning opportunities that are available to them at the childminder's home. For example, they show care and concern for their environment when they regularly grow their own fruit and vegetables in the garden. They excitedly share, 'if we water them, they will grow, and then we will eat them for snack!' They take pride in what they are achieving, demonstrating positive attitudes to their learning. All children, including those with SEND, make good progress in their learning and development, which enables them to move onto their next stage of learning well.
- Children benefit from being physically active every day. For instance, they explore the beach, parks and airfield within the local area. They learn to take managed risks as they explore the rock pools together, looking for sea

creatures. Children develop a good understanding about healthy lifestyles and how to keep themselves safe.

- The childminder has developed secure relationships with the children in her care. For example, at mealtimes children respond well to her request for them to tidy up. They are eager to help and offer to hold the door open for her as she collects items from the kitchen. Relationships reflect a positive and respectful culture that impacts greatly on the development of children's characters and their emotional security.
- Parent partnerships are good. The childminder regularly shares information with parents in a variety of ways to keep them informed about their children's learning and development. Parents consistently share positive feedback about the childminder's caring and approachable manner. Parents feel confident that their children are 'happy and safe' in her home and make excellent progress from their starting points.
- The childminder is passionate and dedicated to making a positive impact on the children she cares for. For example, she attends regular training to ensure that she meets her statutory duties. However, the childminder has not fully developed arrangements for information sharing with other settings that children attend, to ensure continuity of care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her duty to protect children in her care from harm. She regularly attends training to ensure that her knowledge is kept up to date. The childminder can confidently talk about a range of safeguarding issues and is able to quickly identify when a child may be at risk of abuse. She has a good understanding of issues, such as preventing radicalisation, female genital mutilation and county lines. She knows what to do if she is concerned about a child in her care and has a good working knowledge of referral routes to seek additional support.

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

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

- improve the arrangements for information sharing with other settings children attend, to develop a consistent approach to their ongoing learning.

## Setting details

<b>Unique reference number</b>	EY269271
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10137557
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	19 August 2015

## Information about this early years setting

The childminder registered in 2003. She lives in Lee-On-The-Solent, Gosport. The childminder operates Monday to Thursday, from 8am until 5pm, all year round, except for bank holidays and family holidays. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Nicky Webb

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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