

Childminder report

Inspection date: 25 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 settled in the childminder's welcoming home. They make affectionate bonds with the childminder, who is caring and responsive to their needs. Children follow the childminder's kind-hearted nature and show consideration towards each other. For example, they fondly cheer up a friend who may be feeling sad. Children develop into compassionate individuals.

Children readily explore on their own as well as play cooperatively together. They are inquisitive learners. For example, they notice a patch of light on the ceiling. They find out, from the childminder, that it is a light reflecting off a mirror. This supports them to make sense of the world around them.

Children develop a passion for books and love to hear their favourite stories again and again. They take every opportunity to share a book with the childminder. Children show good recall of the repetitive phrases in familiar books and count items in pictures, without being prompted. Children's language skills are further promoted through a repertoire of songs they like to sing. They show excitement as they sing and giggle when the childminder pretends to forget the lyrics they know so well. Children progress well in their learning and development.

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

- The childminder adds interest to children's learning experiences by relating these to her own childhood adventures. For example, she talks about using a shiny fork as a child to make reflections. Children follow her lead and talk interestingly about their experiences with their families. These meaningful two-way conversations support children's communication and language skills further.
- The childminder encourages children to manage their own self-care needs, such as when supporting their toileting needs. Children demonstrate an increasing understanding of the routines in the day. For example, they tidy up their toys before washing hands for lunch. The childminder praises children's efforts generously. This raises their self-esteem and confidence.
- The childminder skilfully supports children's mathematical understanding. For instance, she encourages children to count each spoonful when measuring out ingredients for a cooking activity. The childminder draws children's attention to the pointer on the weighing scale, using language such as 'more' and 'less' to describe the different amounts used. As a result, children are beginning to understand simple mathematical concepts.
- The childminder supports children's understanding of the world as she introduces them to the pet tortoise. Children are given the opportunity to feed it and learn some interesting facts about tortoises. This helps them to learn about what living things need to survive.

- Children demonstrate a secure understanding of the childminder's expectations of their behaviour. The childminder is a positive role model. Children listen and respond well to her instructions. They readily share toys and remember to use polite words, such as please and thank you. This shows that children are respectful and courteous towards each other.
- The childminder is experienced and knowledgeable. She has a good understanding of how young children learn and wants them to achieve their best. She plans activities that are based on children's interests. However, sometimes, the childminder does not fully encourage children to think for themselves, test out their own ideas and overcome challenges to reach higher levels of learning. For instance, during the cake making activity, the childminder mixed all the ingredients together herself. Children did not have the opportunity to test out any ideas to produce a smooth consistency.
- The childminder fulfils her commitment to undertake mandatory training, such as first aid and safeguarding. She is keen to update her existing skills and knowledge but has not yet established a targeted programme for her professional development to further her knowledge and teaching skills to a higher level.
- The childminder has developed trusted relationships with parents. She communicates with them on a daily basis about their children's day, learning and development. Parents value the advice and support the childminder gives them to support their children's learning at home. They feel that their children have made good progress with the childminder to become confident, independent and sociable.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She has a good knowledge of the potential signs and symptoms of abuse. The childminder knows what to do if she has any concerns about a child's safety and welfare. She is able to talk about risks to children, including those relating to radical and extreme behaviours. The childminder is aware of local safeguarding partnership procedures. She carries out regular safety checks on her home to minimise any safety hazards.

What does the setting need to do to improve?

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

- make more effective use of learning opportunities and support children to think for themselves, test out their own ideas and overcome challenges to reach higher levels in learning
- make further use of professional development opportunities to further improve

knowledge and skills.

Setting details

Unique reference number	112437
Local authority	Hampshire
Inspection number	10228154
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 September 2016

Information about this early years setting

The childminder registered in 1992. She lives in the area of Farnborough, in Hampshire. The childminder's service is open for most of the year, on Thursdays and Fridays, from 7.45am to 5.30pm.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the childminder received since 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 provision.
- The inspector viewed the childminding provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises the curriculum.
- The childminder provided the inspector with relevant documentation on request, including evidence of her suitability to work with children.
- The childminder and inspector completed a joint evaluation of an activity.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of her teaching on children's learning.
- The inspector spoke to children and took account of parents' written views of the provision.

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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