

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 love to spend time with the childminder in her warm and homely setting. She provides a caring and nurturing environment, building strong emotional bonds with the children. They feel safe and secure as they demonstrate increasing levels of confidence with new people. Children are confident to approach the childminder for comfort and cuddles when they need reassurance.

Children demonstrate a positive attitude and enjoy learning. The childminder has high expectations for children and is a good role model. She supports children to share resources. For example, she encourages them to share toys with one another and use good manners. This helps children to develop positive relationships.

Children chat with each other as they look at family photos and enjoy varied conversations with the childminder. They talk about their families and past events. Children understand that the photos will help them to remember different times in their lives when they are older. This helps them to talk in sentences and recall past events with ease.

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

- The childminder has high expectations of children and their development. She supports this with a curriculum that focuses on personal, social and emotional development. She demonstrates her focus on children being kind. Children are respectful to each other. They share resources without difficulty and actively seek out each other's company to share experiences. For example, they call for their friends to come and look at the work lorry outside the childminder's home.
- The childminder includes mathematical language into children's play. Children build a flower garden using different construction pieces. The childminder talks to the children about height, size and colour. They excitedly engage as they build their flowers. They enjoy counting the flower heads and talk about the difference in heights. As a result, children are confident to use mathematical language in play.
- The childminder recognises that skills, such as tidying away toys, help children to develop skills that promote their independence and help them as they move on through their education. However, she is not consistent in her encouragement for children to master these tasks.
- The childminder knows children well. She uses her curriculum to broaden children's experiences. For example, they visit local playgrounds, farms and toy stores. They meet with other local childminders. This gives them the opportunity to mix with other children and develop social skills.
- Partnership with parents is good. The childminder shares information with parents about children's progress and achievements. She provides parents with

tips and ideas to support children with their transitions to pre-school. However, the childminder does not currently share this information directly with other settings.

- The childminder promotes children's awareness of themselves and what makes them unique. For instance, children feel comforted when they look at their individual books of family photographs made by the childminder. Children eagerly talk about the people in family photographs and describe the events happening at the time.
- Children are good communicators. They recall past events as they begin to make connections in new situations. For example, they describe the 'chimney' on the house they are building, and share their experiences of visiting Father Christmas. The childminder skilfully supports communication and language. She listens carefully and models good language and extends vocabulary well. This has a good impact on language development.
- The childminder continues to reflect on her practice. She is keen to develop her knowledge and skills. For instance, she identifies that expanding on her knowledge of how to support children's development well would continue to strengthen her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect the children in her care. She demonstrates a good knowledge and understanding of the signs of abuse and neglect, including issues such as the 'Prevent' duty and female genital mutilation. The childminder has procedures in place to act on concerns, including making prompt contact with relevant professionals and keeping important records. The childminder supervises the children well and ensures that her home is safe, secure and clean.

What does the setting need to do to improve?

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

- be more consistent in encouraging children to take responsibility for tidying up after themselves when they finish playing
- explore ways to engage with the additional settings that children are going to attend, and establish a way of supporting children's transitions further.

Setting details

Unique reference number	110791
Local authority	Hampshire
Inspection number	10063168
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	0 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 1992 and lives in Andover, Hampshire. The childminder usually works from 8am to 5pm each weekday, but in some cases works from 7.15am by agreement. She works throughout the year, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kelli Wiseman

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 spoke to the inspector about their intentions for children's learning.
- The childminder provided the inspector with a sample of key documents.
- The inspector took account of the written views of parents.
- Children spoke to the inspector during the inspection.

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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