

Childminder report

Inspection date:

16 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

All children, including those experiencing their first time away from home, settle quickly. They form secure attachments with the childminder, who is calm, caring and respectful. This helps children to feel confident to approach the childminder. For example, to seek comfort and reassurance from her.

Children explore a good range of age-appropriate resources, indoors and outside in the garden. They engage well in their play and learning. The childminder plans activities that link to children's individual interests. She plans effectively for children's next steps in learning to help extend their development and promote their good progress. The childminder identifies opportunities to extend children's development and further skills for them to develop, such as independence. This helps young children learn to scoop food onto their spoon to feed themselves and to use a drinking beaker instead of a bottle.

The childminder clearly identifies children who may need some extra support. She provides appropriate resources and activities to support children to make more progress. She provides resources that reflect and value children's individual backgrounds. For example, books in other languages children speak and hear at home.

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

- The childminder reflects on her provision and practice well. She constantly strives to make changes and improvements to the learning and development opportunities she provides to children. The childminder has reviewed her learning environment and how this promotes children's development and progress. In addition, she has identified the importance of supporting children to make independent choices.
- The childminder plans interesting activities to support children's individual needs and interests across the areas of learning. She has a good awareness of children's stage of development and what they need to learn next. For example, she promotes young children's walking skills and encourages them to walk towards a toy. The childminder recognises that her curriculum needs further development. For example, to ensure she has a clear understanding of learning intentions and how to implement these, to further support children's learning and progress.
- The childminder shows a commitment to developing her knowledge and skills. This includes regular webinars and making links with other early years workers to share ideas about best practice. In addition, she reads relevant newsletters, such as those about safeguarding and child protection. The childminder identifies ways to improve her setting, including how she can build further on

her communication with parents. She also plans to attend local toddler groups to help promote children's social skills.

- Parents are eager to share their positive experience of using the childminder's service. The childminder has a strong partnership with them and continuously updates the parents on their child's progress. Parents highlight how they appreciate the regular updates and photos about their children's learning. They praise the childminder for her support for their children's individual needs. For instance, that she speaks to children in both English and Polish.
- The childminder considers children's personal care with sensitivity. For instance, she ensures children have privacy when their nappies are changed. Children have a safe and quiet space to sleep and rest. The childminder ensures that they have familiar comforters from home. This helps children to feel comfortable and feel safe, which supports their physical and emotional well-being.
- The childminder gives children a variety of opportunities to learn about the world around them and develop their social skills. For example, through visits to the local park and library. Children benefit from constant access to the garden, encouraging them to develop their large physical skills.
- Children develop their imagination and creativity alongside the development of their small physical skills. For instance, they explore as they make marks in paint covered over with cling film. They develop muscles in their hands and control when using chalks on a board.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge through regular training. She keeps up to date with any legislation changes. She has a confident knowledge of the actions to take if she suspects any form of abuse. The childminder is aware of the 'Prevent' duty and has undertaken relevant training relating to this. This helps to ensure she understands how to recognise signs relating to radicalisation and extremism. Children are closely supervised to promote their safety. The childminder ensures she records any accidents or injuries that occur to children and informs parents about these. This promotes children's well-being. The childminder understands the importance of working in partnership with other agencies to safeguard children.

What does the setting need to do to improve?

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

- plan the curriculum even more effectively and consider more closely the intent and the impact of the activities, to focus precisely on the areas of development for all children.

Setting details

Unique reference number	2564834
Local authority	Hampshire
Inspection number	10232183
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Basingstoke, Hampshire. The childminder operates Monday to Friday, from 8am to 6pm, all year round. The childminder holds an appropriate level 2 qualification in childcare.

Information about this inspection

Inspector

Lynne Murray

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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