

# Childminder report

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Inspection date:

28 September 2022

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<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children develop secure relationships with the childminder, who is warm and nurturing. They speak fondly of the childminder and her wider family and show a real sense of belonging. Children are confident and friendly with visitors to the setting. They demonstrate that they are happy in the care of the childminder and enjoy her interactions. For example, children are keen to play mathematical games with the childminder. They learn to follow the rules of the game and take turns cooperatively. Children behave well. They are polite and have good manners, which the childminder reinforces.

The childminder uses her interactions with children to help to teach them how to keep safe. For instance, she talks to them about keeping safe on the beach near jellyfish. Children make good progress in their learning and develop strong communication skills. They confidently talk about their previous experiences. Children benefit from activities which are specifically planned to meet their developmental needs. For example, when they play with small plastic bears, they learn to match written numbers with the correct quantity. Children learn to overcome challenges and persist when things are challenging, such as using tweezers to pick up small objects. They are good at problem-solving. They persist at testing different methods until they succeed, such as when balancing different-sized cylinders on a wooden shape.

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

- Parents report that their children are always happy to attend the childminder's house. They are happy with the care that their children receive and feel that they are making good progress. The childminder gets to know the families who attend and builds positive working relationships with them.
- The childminder networks with other childminders to share ideas. She gathers feedback from parents to review some aspects of her practice and ensures that her mandatory training is up to date. However, the childminder has not fully considered how she can continue to develop her practice through ongoing professional development opportunities and self-evaluation of her provision.
- The childminder has developed a curriculum that focuses on the individual needs of each child. She plans activities which are based on children's interests and what she knows they enjoy. This leads to children being engaged and motivated learners who are keen to participate in activities. The childminder sequences children's learning well and repeats key information to ensure that knowledge is embedded. She uses her assessments of children's development to inform her curriculum and planning.
- The childminder provides good support for children's communication and language. She exposes them to new words, such as 'anchor', and explains to

them what the word means. She checks that children have understood by asking them what the word means and incorporating it into activities.

- The childminder provides children with plenty of opportunities for socialisation by arranging trips with other childminders. She takes them on outings into the local community to learn about the wider world. For example, they go to the country park for walks and to collect natural items for craft activities. They also visit local parks to give children opportunities to develop their gross motor skills through climbing and navigating large equipment.
- The childminder regularly praises children, which helps to build their confidence and self-esteem. She supports children to become independent. For example, she helps them to learn how to dress themselves. The childminder gives children the opportunity to do things by themselves, such as washing their hands before mealtimes. This helps them to develop good self-care skills.
- The childminder helps children to learn about different occupations. She uses everyday experiences and appointments to talk to children about the roles of people in the community. This helps children to develop a good understanding about people who help us. The childminder celebrates different festivals with children, such as Chinese New Year.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard children. She recognises the signs that may indicate a child is at risk of harm. She is confident in the processes to follow to raise a concern about a child. The childminder keeps records of the local safeguarding procedures so that she can refer to these if needed. She undertakes regular safeguarding training to refresh her knowledge. The childminder is aware of what to do if an allegation is made against her or a member of her household. She ensures that her home is clean and well maintained to help minimise any risks to children.

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

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

- review the information on the progress check for children aged between two and three years to ensure that it provides parents with a clear understanding of what children need to learn next and enables parents to input into the assessment
- develop ways to evaluate practice and identify professional development plans to further strengthen knowledge and teaching skills.

## Setting details

<b>Unique reference number</b>	111552
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228147
<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>	3 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	28 November 2016

## Information about this early years setting

The childminder has been operating since 1986 and lives in Boyatt Wood, Eastleigh, Hampshire. She provides care all year round from 8am to 6pm, Monday to Friday.

## Information about this inspection

**Inspector**  
Jade Orosz

### 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 setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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