

# Childminder report

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Inspection date: 25 October 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel at ease in the care of the childminder and his co-childminder. They are happy, safe and secure in their home, which is warm, welcoming and well equipped for indoor and outdoor adventures.

The childminder and his co-childminder have high expectations for children in their care and prepare them well for their futures lives in education. For example, the childminder uses homemade story stones, with characters that reflect those used at primary schools, in order to help children learn to read. Children make good progress. For instance, those who are new to the setting quickly develop trusting relationships and thrive under the close supervision and encouragement of the childminder. Those children who are reluctant to play outside soon relish chasing giant bubbles and call out, 'again, again!'

Children are keen to join in and have a go at the play and learning experiences available to them, even from a very young age. Young babies kick out their legs in an attempt to play football with their friends. They beam with excitement when the familiar sight of the musical instrument basket is brought out and squeal with delight as they manage to shake the body bells.

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

- The childminder and his co-childminder work together to plan a curriculum that meet the needs of the children well. Young babies and toddlers are provided with space to practise their crawling and explore their environment, helping them to develop their physical skills.
- The childminder and co-childminder are clear on their intent for the prime areas of learning. They focus well on promoting children's communication and language. The childminder speaks clearly and introduces new vocabulary as children play. For example, he encourages children to 'refresh' themselves by having a drink of water.
- The childminder communicates well with parents regarding children's learning and next steps. He uses the information they share to support children to make good progress.
- Children's behaviour is good. They benefit from seeing the childminder role model good manners, patience and active listening skills. Older children are supported to help young babies take part in games and activities. For example, older children hold large 'Rangoli' stencils for babies to spread chalk paints over with their hands.
- Children listen well and are learning to follow rules, such as tidying up after themselves, and know not to run indoors. They develop an understanding of the world around them through engaging in experiences that help them understand

other cultures, religions and faiths. This helps prepare them for life in modern Britain.

- Children respond well to the childminder's encouragement. They engage in a range of outdoor physical play activities, including walks and trips to the local nature reserve. This helps them to learn and to develop a healthy lifestyle.
- The childminder and co-childminder have effective systems in place to gather information in order to accurately understand children's prior experiences when they start at the setting. This helps children to settle quickly, and they develop strong, trusting bonds with their childminder and his co-childminder. Children's individual care routines and educational needs are carefully considered and provided for in a home-from-home learning environment.
- The childminder and co-childminder successfully support the transitions to school for the children they care for. For example, the childminder prepares transition reports for Reception teachers. However, he generally relies on his co-childminder to communicate with other professionals involved in the care or well-being of the children. Although this arrangement is effective, it does not support him to develop the expertise or relationships needed to engage in these conversations, should the need arise.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures that all aspects of his provision and the activities children take part in are fully risk assessed. This helps to keep children safe. The childminder has a working knowledge of child protection procedures that link to those of the local safeguarding children's partnership. He fully understands his responsibility to protect the welfare of the child. The childminder supervises children well at all times and is very observant. The childminder uses his deep understanding of the local community to stay alert to safeguarding risks to the families.

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

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

- strengthen arrangements to work in partnership with other relevant professionals.

## Setting details

<b>Unique reference number</b>	EY337644
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10235031
<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>	0 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	1 March 2017

## Information about this early years setting

The childminder registered in 2006. He lives in Aldershot, Hampshire. He works with his wife, who is also a registered childminder. He operates all year round, from Monday to Friday, between 7.30am and 7.30pm. The childminder holds a childcare qualification at level 3. The childminder is eligible to receive funding for children aged two, three, four years, but no children are present in receipt of funding at the time of inspection.

## Information about this inspection

### Inspector

Leanne Merritt

## 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims for their early years curriculum.
- 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, and these were taken into account.
- The inspector reviewed relevant documentation to demonstrate ongoing suitability of the childminder.

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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