

# Childminder report

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Inspection date: 17 October 2022

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

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

### **The provision is good**

The childminder greets children and parents warmly. Children say goodbye to join their friends who are eager to see them. They have a strong bond with the childminder, who is a playful partner. She provides cuddles and reassurance when needed and is tuned into children's needs. As a result of her attentive presence, children settle very quickly when they first join the setting.

The children play with a range of appealing resources. The childminder selects toys using knowledge of each child. For example, some enjoy playing with people figures and others find vehicles fascinating. Children develop high levels of concentration and perseverance playing with familiar resources. The childminder plans appropriate next steps for children's development. She reviews and shares them with parents.

Children develop their social skills and form bonds with the other children in the group. They show interest in each other, for example, asking the childminder when the baby will wake up from a nap. Children copy each other trying to shake stickers from their fingers. They shake their hands hard, looking at each other and laughing in high spirits.

Children enjoy daily outings and, with the support of the childminder, make good use of the equipment at the local park. They develop their physical control and coordination as they climb the slide and use the swings.

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

- Parents love the homely environment and the warm, caring nature of the childminder. They receive regular informative updates on an app and chat at handover times. Parents report that the childminder has supported their children to achieve milestones. They report that the childminder effectively promotes their children's confidence and independence.
- The children's behaviour is good. The childminder acknowledges frustrations when two children want the same toy. She uses effective strategies to reduce the conflict, such as offering similar resources. However, the childminder's prompt intervention does not support children to learn to manage conflict for themselves.
- Children know the routines of the day. They listen to the childminder and help tidy up when asked. This supports their growing independence. Older children confidently help to set up the table for lunch, knowing to get the drink bottles out. Babies self-settle at nap time.
- The childminder uses clear speech to narrate the children's play. She extends vocabulary, pointing out the 'branches' and 'trunk' on a tree picture. She models

the correct pronunciation of words back to children. The childminder has experiences of successfully supporting children with speech delay, using strategies advised by their speech therapist. Sometimes, the childminder asks questions but provides the answer without waiting for a response. This does not give children the time they need to process their response and develop the back-and-forth flow of speech.

- The children enjoy musical activities. The childminder takes them to a weekly music session where they love to take part in dancing and singing. In the setting, they select xylophones and play together. The childminder provides music cards, and the children select songs to sing. They jump about as 'little bunnies' and hold hands together as they enact rowing a boat. Babies join in with clapping songs with pride. The children know these songs well, making actions before the childminder sings the words.
- The childminder meets with practitioners at other settings children attend. For example, she met several times with a new child's existing childminder. This helped to establish a bond with the child before starting at the setting.
- Children learn about mathematical concepts as they play. The childminder encourages children to count groups of objects. She points out the 'first' and 'last' vehicle in the line of cars. When children notice the beads in the rainmaker, the childminder refers to them going down to the bottom. Children problem-solve as they consider how to get the beads back to the top.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder knows how to spot the signs and symptoms of abuse and neglect. She knows what action to take if she has concerns about the welfare of a child. The childminder knows what to do if she has concerns about the practice of adult childcarers. She reviews and updates her knowledge, researching county lines and renewing 'Prevent' training. The childminder's setting is safe and secure. She is aware of the safety risks to children of different ages, such as small toys posing a choking risk.

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

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

- develop children's skills to be able to take an active role in managing conflicts
- strengthen teaching strategies to give children time to respond to further develop their speech.

## Setting details

<b>Unique reference number</b>	2590956
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10251234
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and is situated in the Bordon area of Hampshire. She operates from 7am to 6pm all year round, except for a week at Christmas. She takes funding for children who are aged two, three and four years. The childminder has an appropriate early years qualification.

## Information about this inspection

### Inspector

Jacqui Szejder

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector in writing.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of group activities with 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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