

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend in this loving, home from home setting. The childminder and her assistant have high expectations of all children, including those who are learning English as an additional language. Children demonstrate a zest for learning and settle confidently to their chosen play. They enjoy playing cooperatively with their friends and are learning how to share and take turns with favourite resources. For instance, children work together when making a pizza in the play kitchen. Children explain they are adding tomatoes and chips to their meal. They excitedly make a 'whirring' sound to represent the pizza cooking in the oven. Children behave very well.

Children practice their fine-motor skills and hand-to-eye coordination. For example, they learn how to fill up a variety of vessels with dried pasta. They use estimation when they talk about how many scoops of pasta will successfully fill up the kiln jar. This is helping children to develop early mathematical skills as well as gaining confidence to talk about their thoughts and ideas. Children show great determination. They spend time trying to fit the tops onto the jars. They are eager to achieve and respond positively to the praise and encouragement they receive.

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

- The childminder speaks regularly to other local childminders where they share ideas and good practice. The childminder and her assistant complete mandatory training and take part in online seminars. This is helping the childminder and her assistant to keep their knowledge and skills up to date.
- The childminder is helping the children to learn about their local community and further afield. Children have regular visits to places such as, local country parks, the zoo as well as toddler groups and play parks. All these experiences are helping children to learn about the world around them and helps to build their social skills.
- The childminder knows the children very well. She keenly talks about their starting points, interests and the progress they have made. The childminder uses ongoing observations to know what children need to learn next. Activities are interesting and varied and cover all areas of learning. However, the activities she plans are not consistently sharply tailored to fully enable children to make the best possible progress.
- The childminder builds trusted relationships with the children's parents. Parents speak about the affection the childminder and her assistant show towards their children. They describe the childminder as being 'professional' and 'trustworthy'. They comment on the good communication, both through an online application and verbally. Parents describe how they are given ideas of how to continue or extend their children's learning. There is a consistent approach to their children's

care and early education.

- The childminder has a good understanding that children learn in different ways and at different rates. She uses many opportunities to support children's language and communication skills. The childminder plays peekaboo with the youngest children. She makes it fun and encourages the youngest children to look at her face, as she repeats words and gestures. This encourages young children to use their own 'babble' to communicate. Older children enjoy singing and often spontaneously start to sing a song on their own. Children's language and communication is progressing well.
- The childminder encourages children to cover their mouths when coughing and wash their hands at appropriate times. This is helping children to keep themselves healthy. However, the childminder does not fully promote independence skills during routine times, such as snack and mealtimes. Children do not consistently have opportunities of helping themselves to water or pouring their own drinks.
- The childminder and her assistant act as good role models and interact positively with children. As a result, children listen and respond attentively when they speak to them. Children behave very well and are learning how to keep themselves safe. They demonstrate this through helping to tidy toys away from the floor.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by accessing regular training. She demonstrates good knowledge of the potential signs and symptoms of abuse, and how to make a referral. She understands the risks to children, including those relating to children drawn into county lines. The childminder carries out regular safety checks on her home to minimise any safety hazards. Her assistant is also fully aware of the signs and symptoms of abuse and what to do if they are worried about a child's welfare. This includes the procedures to follow regarding concerns about an adult. The childminder and her assistant hold valid first-aid qualifications.

What does the setting need to do to improve?

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

- strengthen the curriculum intentions to focus more sharply on children's individual learning needs
- provide more opportunities for children to develop their self-care skills to help increase their independence.

Setting details

Unique reference number	EY246643
Local authority	Hampshire
Inspection number	10228325
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	12
Number of children on roll	5
Date of previous inspection	22 February 2017

Information about this early years setting

The childminder registered in 2002 and lives in Chineham, near Basingstoke, Hampshire. She offers care Monday to Friday, from 8am to 5.30pm, most of the year, and works with an assistant. She receives early years funding for two-, three- and four-year-old children. The childminder has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Hazel Farrant

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 provider and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk across all areas of the setting, to understand how the early years provision and the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, assistant and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder and her assistant's suitability and training.
- Parents shared their views of the setting with the inspector.

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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