

Childminder report

Inspection date: 23 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy their time at this setting. They are happy, safe and settled. They demonstrate close bonds with the childminder, often going to her for cuddles and reassurance. Children are welcoming, and they are developing their confidence. For example, they invite visitors to join in their play and activities. The childminder finds out about the children's interests at home and incorporates these into her curriculum, to support the next stages in their learning.

Children show positive attitudes to learning. They engage for long periods of time in activities with natural materials they have collected on their walks. They enjoy reading books together, and they can recall words from a familiar story. Older children communicate well and learn new words, such as 'more and less' while they play with pasta. They effectively learn about numbers and shapes.

Children have good opportunities to be independent and confidently explore their environment. They behave well. Children understand simple rules and boundaries and listen well as they play. Children willingly share items and wait patiently for their turn. The childminder praises the children, which helps to support their self-esteem well. Children benefit from a range of experiences and outings. For example, they go to local parks, toddler groups and recently enjoyed a bus ride to the library. These opportunities help children learn more about the wider world.

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

- The childminder is passionate and enthusiastic about providing good quality experiences for the children in her care. For example, children enjoy taking autumnal walks together. They collect items from their trips, such as conkers. They excitedly use these when returning to the childminder's home for creative activities, including threading.
- The childminder encourages children's curiosity. For example, she provides a range of opportunities for matching, sorting, colour recognition and counting. She recognises what children can do and what they need to know to make progress. However, at times, the childminder focuses her attention on children who communicate well. As a result, the most able children quickly answer before others have a chance to think and to respond.
- The childminder plans fun activities for children with enthusiasm and as part of whole-group times. She ensures that children can make choices about their play. However, some group activities do not ensure all children, in particular the younger ones, can fully engage and benefit from the learning opportunities.
- Children's physical development is promoted well. Children excitedly jump up and down as they dance to familiar songs. Babies are developing their sensory experiences and fine motor skills. They push toys forwards and backward along

the floor, and control their hands as they move beads around an abacus.

- Children develop good communication skills. Younger children babble, while older children speak clearly in sentences. The childminder encourages children to repeat keywords, so that they become familiar with them. She regularly monitors children's progress in this area to identify any gaps in learning. Children access a wide range of books and display a love for listening to stories. These opportunities help children to become confident communicators.
- The childminder helps children to understand more about diversity. She talks to children about similarities and differences between themselves and others. They celebrate a range of festivals. This helps children learn about people and communities that may be different to their own.
- The childminder supports children's emotional well-being. She helps them to understand their own feelings and to process different emotions they may have. The childminder acknowledges children's feelings when they become tired or hungry and responds appropriately to meet their needs. She works effectively with other professionals and families to give children the best possible opportunities.
- Partnerships with parents is good. The childminder provides parents with relevant information and involves them in the evaluation of her setting. Parents are complimentary about the childminder. They feedback that they are extremely happy with the care and their child's development. They comment that the childminder is a very good communicator, and great at inspiring and encouraging good behaviour and kindness.
- The childminder completes training to maintain her skills and knowledge, to work effectively with children. She engages with many groups and sources training based on the needs of the children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children, including a wide range of safeguarding issues, such as radicalisation and county lines. She has a secure knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns that she may have about a child. The childminder holds a paediatric first-aid qualification. This gives her the knowledge required to respond appropriately in the event of an emergency. She provides a safe and secure home, and supports children to understand how to keep themselves safe. For instance, children learn how to cross the road and how to use equipment safely.

What does the setting need to do to improve?

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

- offer further encouragement to less confident children to help them fully contribute to activities and learning at all times
- continue to plan an effective curriculum and consider how to adapt group activities to ensure that all children, in particular younger ones, can fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY478520
Local authority	Hampshire
Inspection number	10262518
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	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 March 2017

Information about this early years setting

The childminder registered in 2014. She lives in Brighton Hill, Basingstoke. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder is in receipt of funding to provide early education to children aged three years.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 this into account in their evaluation of the setting.
- The childminder took the inspector on a tour of all areas of the premises, to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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