

Childminder report

Inspection date:

22 November 2022

Overall effectiveness**Good**

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 demonstrate they feel safe and secure in the care of this warm and affectionate childminder. They show this as they laugh and giggle when they include her in their play. Children respond positively to the meaningful praise and encouragement the childminder gives to them. They demonstrate they are keen to learn and work out things for themselves. For instance, children discover when making a bird feeder, that they can make a circle when bending the two ends of a pipe cleaner together. They excitedly count the number of pieces of cereal they successfully thread. Children confidently talk about where they will hang their feeder and what birds will use it. They are making good progress and thoroughly enjoy the time they spend with the childminder.

The childminder has high expectations of children's learning. For example, she provides a range of opportunities for children to develop their physical skills. Young children pull themselves up and cruise around the furniture. This helps them to build their muscles in readiness for walking. Older children learn how to dress themselves during role-play activities. They learn how to secure capes and other accessories when pretending to be 'superheroes.' Children behave well and are learning that some children need more support when sharing resources. The childminder has clear expectations, and this helps children to understand what the childminder expects of them.

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

- The childminder demonstrates a good understanding of child development and how children learn best. She plans a broad range of activities that are designed to build on what children know and what they need to learn next. This is helping children to gain the skills they will need when they move on from her provision.
- Overall, the childminder successfully promotes children's communication and language skills. She copies young children's babbling and helps older children to successfully use mathematical language during their play. Children demonstrate this when they describe the size of carrots as 'small', 'medium', and 'large'. However, at times, in her explanations, such as the life cycle of an egg, she uses incorrect terminology. As a result, children are not consistently receiving clear explanations to help them make the best possible progress.
- The childminder has a high expectation for all children to behave well and develop good manners. She sensitively reminds children to thank one another when they share resources, or when they are patiently waiting for their turn. The childminder is consistent in her approach to behaviour management and is skilful in defusing conflicts with minimum fuss. Children are beginning to recognise risks and learn about keeping themselves and others safe; for example, they help to tidy away toys they no longer wish to play with from the

floor to avoid trips and falls.

- Children develop a keen interest in stories and books. They confidently self-select their favourite book for the childminder to read. Children enjoy sitting close to the childminder during story time, and eagerly join in with words they remember. The youngest children enjoy looking at the pictures and learning how to turn the pages. Children are developing good concentration skills.
- The childminder ensures her setting is clean and orderly. However, she does not give children clear and consistent messages regarding good hygiene, with particular relation to the spread of germs and the importance of handwashing. This is not fully effective in helping children to understand of good hygiene routines.
- The childminder completes a range of training to keep her knowledge and skills up to date. She also researches different topics in her own time, to strengthen her understanding further. For instance, she has developed an understanding of how to support children who are reluctant to try new foods. The childminder is working closely with parents to provide ideas and strategies to support children in eating a healthy, balanced diet.
- The childminder develops effective partnerships with parents and other professionals. This helps to ensure continuity of children's welfare and learning. Parents are highly complimentary about the quality of care the childminder provides. They appreciate her dedication to caring and nurturing their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates secure knowledge of safeguarding procedures. She recognises the signs and symptoms that might indicate that a child is at risk of harm, including those connected with the 'Prevent' duty. The childminder understands what action she should take if she has any concerns, including how to make a referral. She regularly updates her safeguarding knowledge, and keeps up to date with safeguarding procedures and guidance through her own research. She ensures she maintains a current paediatric first-aid qualification.

What does the setting need to do to improve?

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

- enhance the quality of interactions to help support children to use the correct terminology when recalling what they learned earlier
- give children clear and consistent messages about handwashing, to help them to understand how this helps to keep them healthy.

Setting details

Unique reference number	156437
Local authority	Hampshire
Inspection number	10228287
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 2001 and lives in Popley, near Basingstoke, Hampshire. She offers care Monday to Thursday, from 7:30am to 6pm, for most of the year. 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 are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder 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's suitability and training.
- Parents shared their views of the provision 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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