

Childminder report

Inspection date: 5 December 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 have a close bond with the childminder. They behave well and respond positively to interactions with her. They invite her to join in with their play and she sits on the floor with them to build a road. They enjoy talking to each other while they are playing. The children find different vehicles to put on the road they have made, and the childminder extends their learning by encouraging them to recall their past experiences. For instance, the children start playing with a toy train, and the childminder reminds them of a recent trip they all had together on a train. The children remember they went to feed the ducks. This helps children to develop their understanding of the world and make links between the past and present.

The resources are stored within easy reach for the children, and this enables them to independently choose what they would like to play with. After they have finished playing with their toys, children enjoy putting them away in the correct boxes. Children show an interest in singing nursery rhymes, which the childminder extends by using puppets, cards and books. The childminder sings with the children and provides them with opportunities to try and remember the words on their own. This helps children to build on their vocabulary and to recall familiar nursery rhymes.

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

- The childminder develops good relationships with the children she cares for and this enables them to be happy and settled. Children chat to the childminder throughout their play, and they go to her when they need comfort or reassurance. This shows that children have developed secure attachments with the childminder.
- Children actively join in with the activities and experiences that the childminder provides for them. For instance, they enjoy putting plastic rings on a ring stack and naming the different colours together. The childminder supports children to problem solve by giving them time to work out how to stack the rings in the correct order. Children demonstrate a positive attitude to learning while they focus on their task.
- The childminder ensures that children have daily access to fresh air by taking them out to feed the ducks, play in the local park and explore nature reserves. This provides children with opportunities for regular exercise, to support their health and well-being. During their outdoor activities, the childminder extends children's learning by encouraging them to observe the weather, spot familiar signs and count objects. This supports children's development in their understanding of the world, literacy and mathematics.
- Children's independence skills are developed with the support of the childminder. She encourages children to put on their own coats and shoes, and

they have their own named pegs to hang their coats and bags on. Children are encouraged to feed themselves. This helps children develop the skills they need for when they start school.

- The childminder tracks the progress of children effectively. Her planning is based on what she knows about them and their interests. The childminder recognises that the children like counting and she incorporates this into their daily routines. For instance, they sing number songs and count together, while they wash their hands. This consolidates children's learning and enables the childminder to assess what children have learned.
- Parents say that their children are happy and enjoy going to the childminder's house. They receive information from her in a variety of ways, including daily diaries and verbal feedback. As a result, parents feel well informed about what their children are learning and how they can support their learning at home. This helps children to make good progress.
- The childminder is informed about the other settings that children attend and knows the names of each child's key worker. However, she does not work closely with them and share information to help support children's care, learning and development. This means that children do not experience continuity of care between their childcare settings, to support their overall progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She recognises signs of abuse and knows how to escalate them appropriately. She has effective risk assessments in place to promote the safety of children in her care. She keeps children safe by making sure her own premises are secure. She is paediatric first-aid trained and understands how to respond to accidents and injuries.

What does the setting need to do to improve?

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

- establish effective systems for working more closely with the other settings that children attend, to enhance their overall progress.

Setting details

Unique reference number	111182
Local authority	Hampshire
Inspection number	10263851
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	15 May 2017

Information about this early years setting

The childminder registered in 1992. She lives in Aldershot, Hampshire. The childminder operates Monday and Tuesday, 9am to 3.00pm, for most of the year.

Information about this inspection

Inspector
Hayley Kiely

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 provider.
- The childminder completed a learning walk with the inspector to discuss what she wanted children to learn.
- Parents provided feedback on the childminder's care to the inspector.
- The inspector observed the childminder's practice and tracked the experiences of children.
- The inspector reviewed key documentation, including two-year progress checks and training certificates.

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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