

Childminder report

Inspection date: 17 January 2023

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 are happy and secure with the caring, kind and nurturing childminder. They seek her out to play and have fun together. Children show high levels of confidence and self-esteem. They are eager to show visitors around the childminder's home and point out activities that are of interest to them. For instance, children are delighted to talk to the inspector about how they use cereal pieces to count and thread onto pipe cleaners. They excitedly use their senses to explore and describe what they see.

Children have good language skills. They use new words that are introduced to them by the childminder and make links in their learning to the world around them. For example, children talk about how the cereal is 'crunchy' and the same shape as the letter 'o'.

Children have good independence skills. They dress themselves, wash their hands and manage their own personal hygiene. Children develop a range of skills, such as when they use writing tools confidently to colour and draw. Younger children proudly show their attempts to hop and jump while dancing to music. Older children push buttons on a pretend telephone and make phone calls to their family. Children are excited and fully engage in the wide range of activities provided for them. For example, they have opportunities to develop their small-muscle skills when they paint letters in their name. Children laugh continuously as they share jokes. The childminder has high expectations of what children can achieve. All children, including children with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.

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

- The partnership with parents is good. Parents are very happy with the service the childminder provides. They say that their children make good progress in her care, particularly with their speech, confidence and behaviour.
- The childminder has a fully inclusive setting. She celebrates diversity with the children. For example, she reads a range of stories, celebrates festivals that are relevant to the children and provides varied resources. The childminder works hard to break stereotypes the children may have through regular discussions while out and about in the community. She also uses sign language and learns key words in children's home language to help them feel included and valued.
- Children learn about the importance of a healthy lifestyle. They are provided with opportunities to choose healthy snacks. They wash their hands while discussing which fruits they would like. Children learn about the importance of choosing foods that are low in sugar and why they need to brush their teeth.

- The childminder takes time to prepare children for their activities so that they are ready to learn. They choose the resources together and talk about what they have selected. The childminder skilfully introduces additional resources. This helps to support children's understanding of what numbers, colours and letters look and sound like.
- The childminder knows her strengths and is keen to continuously improve her practice. She shares new ideas with other childminders and listens to parents' feedback. The childminder accesses training courses and other useful information online to update her skills and knowledge.
- Children squeal with excitement as they draw and use stampers to create pictures. They use their imagination, costumes and objects to role play their own stories. However, at times, the childminder does not fully recognise how she can use strategies such as questioning to develop children's learning even further.
- The childminder knows the children extremely well and provides them with a wide range of interesting activities and resources that they can access independently. She supports children well and is very attentive to their needs. The childminder takes children to toddler groups and soft-play centres. Children learn how to interact with others and develop their social skills in larger groups, in preparation for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high priority on children's safety. She has a clear understanding of her role in keeping children safe and protecting them from harm. The childminder is aware of possible indicators of abuse, including issues such as domestic violence, radicalisation and physical abuse. The childminder is aware of the local procedures she must follow to report any safeguarding concerns. She routinely checks her resources and the environment to ensure that they remain safe. This includes suitability checks for those living on the premises. The childminder holds a current paediatric first-aid certificate. Children are supervised as they play and during mealtimes. Sleeping children are checked regularly.

What does the setting need to do to improve?

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

- strengthen and develop teaching strategies to support and extend children's learning.

Setting details

Unique reference number	EY344006
Local authority	Hampshire
Inspection number	10264443
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 2006 and lives in Farnborough, Hampshire. She operates from Monday to Friday all year round, except for family holidays. The childminder provides care from 7.30am to 6pm, although these hours are flexible. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Bev Boyd

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector read feedback from some parents and took account of their views.
- The inspector viewed a sample of documentation and checked evidence of the childminder's suitability to work with children.

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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