

Childminder report

Inspection date: 20 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 have positive relationships with the childminder and demonstrate that they feel safe and secure. They explore and choose resources with confidence, and thoroughly enjoy playing alongside their friends. For example, younger children select animal models and have great fun thinking about the different sounds they make. Older children show good imagination. They hide a variety of objects and make up their own guessing games. The childminder offers a warm and welcoming environment. Children are happy and clearly feel at home in her care.

The childminder is a positive role model and has high expectations for children's behaviour. For example, she sensitively reminds young children not to run indoors and gives them clear explanations as to why. Children respond promptly to instructions, such as to tidy up their toys before moving on to the next activity.

Children show good independence skills. For instance, older children take themselves to the bathroom and manage their personal care needs with confidence. The childminder gives them gentle reminders to clean their hands thoroughly to prevent the spread of germs. Children sit up at the table and help to cut up their snacks. They eagerly help themselves to blueberries and strawberries and learn to make healthy choices. Children enjoy this social time with their peers.

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

- The childminder observes children as they play and knows them well. She provides a range of enticing learning experiences and adapts them to reflect the different ages and abilities of children. For example, younger children have a go at using a variety of tools and enjoy squishing and manipulating play dough in different ways. Older children use scissors to cut petals and stalks, and practice their cutting skills with enthusiasm. Activities like these help develop the muscles in children's hands and fingers, which supports their early writing skills.
- Overall, the childminder supports children's communication and language skills well. For example, she talks to children as they play, shares stories with them and engages them in discussion. However, she does not use the information she obtains through assessment as well as she could to help her plan even more precisely and support their developing speech and vocabulary to the highest level.
- The childminder builds on children's mathematical understanding effectively. For example, older children cut dough into shapes and discuss differences in size. Younger children count objects and use numbers in their play.
- The childminder has good relationships with parents. She seeks information on children's abilities when they first start at the setting and continues to share information about their ongoing progress, such as through digital media.

However, the childminder does not provide all parents with guidance and ideas so they can continue with their child's individual learning at home.

- Children behave well and show kindness and consideration to others. They show good negotiation skills and use phrases such as 'sharing is caring' when engaging in play dough activities with their friends. Their willingness to share gives them opportunities to practice using tools in different ways. The childminder offers praise and encouragement during activities, which promotes children's self-esteem.
- The childminder supports children's physical well-being closely. Children learn to bend and stretch their bodies and recall their yoga sessions with enthusiasm. They enjoy a variety of activities in the childminder's garden and delight in outings to woodlands, local parks and ponds to feed the ducks. They explore the natural world in these exciting environments and learn how to stay safe around water.
- Children access a broad selection of resources, such as dolls and small-world people. They enjoy learning about festivals from around the world. This helps them develop an understanding of other cultures and traditions different to their own.
- The childminder attends regular training and implements her new knowledge and skills to help improve outcomes for the children. She networks closely with other childminders to share ideas and discuss policies and practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms of when a child may be at risk of harm. She regularly attends safeguarding training to keep her knowledge up to date and knows who to contact should she have any concerns. Daily risk assessments are carried out before the children arrive at the provision. This helps to ensure that the premises are free from any potential hazards. The childminder supports children to develop a good understanding of their own personal safety. For example, children learn to manage risks when using play equipment at the park. They take part in regular emergency evacuation drills.

What does the setting need to do to improve?

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

- use information gained from assessment to plan more precisely to extend children's developing speech and vocabulary even further
- enhance the good partnership with parents further so that all parents receive ideas and suggestions about how they can support their child's individual learning at home.

Setting details

Unique reference number	EY486781
Local authority	Hampshire
Inspection number	10263047
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 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	18 April 2017

Information about this early years setting

The childminder registered in 2015. She lives in Farnborough, Surrey. The childminder operates her provision Monday to Friday, from 8am to 5pm, for most of the year. She holds a childcare qualification at level 6. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 their evaluation of the childminder.
- The inspector took account of the views of parents and carers through written testimonials.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- Suitability documentation for household members was checked, along with the childminder's first-aid certificate.

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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