

Childminder report

Inspection date: 26 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the experienced childminder. The childminder has high expectations for the children and provides a good selection of toys and resources for children to explore. From a very early age young children show they are comfortable in their surroundings as they confidently cruise and crawl around the safe environment.

Children gain confidence in their abilities. They show a can-do attitude and are proud of their achievements. Their skills progress well. They take on challenges and persevere with the childminder's encouragement. For example, they work to fit soft shapes into the correct space, trying again when things do not work the first time. They concentrate and have great fun as they learn. This activity helps children effectively to develop their hand-to-eye coordination and handling skills. Young children behave well. They build up strong attachments with the caring and kind childminder. They often go to her for cuddles of reassurance and snuggle up close to look at books. While enjoying these interactions with the childminder very young children babble happily and communicate through gesture and expression. The childminder interprets their wants and needs well, for example, when they are hungry and sleepy.

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

- The childminder is a good role model for behaviour. She provides children with constant praise to build up their confidence and good self-esteem. This starts from an early age. For example, when young children are playing with stacking blocks, the childminder claps and says, 'well done' as they attempt to build a tower of three. This encourages the children to try again and when they succeed, they smile and clap themselves.
- Children are beginning to learn about the world around them. The childminder has an interesting range of books and resources that help children recognise similarities and differences in each other. Young children enjoy exploring their reflection in the mirror in the book. The childminder helps point out their features. This supports children's growing sense of self.
- The childminder takes children on regular walks in their community. She uses these opportunities to support children's emerging language skills. For example she points out features along the way, such as the 'red post box'. Very young children are curious about the workmen they see on a roof. As children point and wave the childminder encourages them to say 'hi'.
- The childminder plans a curriculum that is flexible to meet children's individual needs. She places a high value on child-led learning and encourages children to make choices about what they play with. Children are developing well in all areas of learning. They move freely and with purpose, for example when pushing toy cars across the floor and around objects. However, the childminder

does not always provide consistent opportunities for younger children to increase their balance and coordination, to support their transition more effectively from crawling and walking.

- The childminder has a clear understanding of where children are in their development. She provides resources which she knows will interest them, such as farm animals and a range of vehicles. However, the childminder does not consider how to incorporate opportunities to further promote children's sensory experiences.
- The childminder establishes a good relationship with parents and demonstrates a warm and caring approach. Parents speak positively about the setting. The childminder has maintained good communication with parents. She regularly feeds back about children's progress, so parents feel involved in their children's learning. These partnerships help to provide a consistency of care for children.
- Children's independence and confidence is well supported and encouraged. The childminder promotes children's healthy lifestyles and supports them to start attending to their own personal needs from an early age. Young children are learning to feed themselves and drink from a cup. The childminder talks to the children as she helps them with everyday tasks. For example, as she dresses them in their outdoor suits, she describes to them how they need to, 'find the hands' inside their sleeves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her role and responsibilities to keep children safe. She has a good knowledge of child protection. The childminder can identify the signs or symptoms which may mean that a child is at risk of harm. She knows the reporting procedure to follow. The childminder completes regular training to keep her knowledge up to date, for all aspects of safeguarding. The childminder has a robust approach to children's safety. She carries out daily checks covering all parts of her home, indoors and outdoors, to reduce the risk of hazards. The childminder is aware of what to do and who to contact if an allegation is made against herself or a member of her household.

What does the setting need to do to improve?

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

- expand on opportunities for young children to increase their balance and physical skills, particularly as they transition from crawling to walking
- enhance the use of resources that develop children's senses, to improve their learning experiences even further.

Setting details

Unique reference number	111977
Local authority	Hampshire
Inspection number	10236976
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 March 2022

Information about this early years setting

The childminder registered in 1989. She lives in Alton, Hampshire. The childminder works Monday, Tuesday, Thursday and Friday, from 8am to 5pm, throughout the year.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education, indoors and while out walking and evaluated the impact on children's learning.
- A leadership and management discussion was held with the childminder. The inspector looked at her paediatric first-aid certificate and checked documentation relating to the suitability of people living on the premises.
- The inspector spoke with the childminder and discussed her safeguarding knowledge.

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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