

# Childminder report

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Inspection date: 24 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very settled and play happily at the childminder's inviting home. They form secure attachments with her and feel safe in her care. Children mimic the childminder's enthusiastic manner, such as when they proudly show the inspector their upstairs sleeping area. They are inquisitive learners, whose interests are carefully developed through a range of activities and interactions provided by the childminder.

Children are provided with quality experiences when they attend various playgroups. These groups help to enhance their knowledge and skills in all areas of the curriculum. For example, children learn to balance and practise good coordination skills on logs at an external forest school site. Additionally, their social interactions are accelerated as they mix with children from other childminder groups. Children get excited and look forward to meeting their friends at different groups they attend.

Children behave well and learn to develop empathy by being courteous. The childminder praises children's efforts when they use words, such as 'please, thank you' and 'sorry', in context. Children demonstrate the importance of sharing and taking turns. They wait patiently for their friends to finish their tasks and then say, 'my turn'. Children's views are valued. As a result, they grow in confidence and readily approach the childminder for anything else they wish to do.

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

- The childminder is very keen to keep her skills and knowledge up to date. She researches and attends online training courses to improve the existing education and care she offers. The childminder's newly-found knowledge greatly benefits children. For example, she uses relevant teaching strategies to support language development. Children rapidly move from using single words to short phrases and descriptive sentences. As a result, children become confident speakers.
- The childminder knows children well. She assesses the levels of progress they make regularly and uses this information to plan activities which offer relevant challenge. These next steps are also shared with parents, who have the opportunity to borrow resources to support their children's learning at home. For instance, to strengthen children's hand muscles for early writing, parents borrow tweezers so children can practise picking up different objects with them. This helps to successfully embed children's learning.
- The childminder supports children to manage their self-care needs effectively. On arrival, children independently put their belongings away and find their own name card to show their attendance. These names are placed on emotions cards replicated from 'The Colour Monster' story, which children are familiar with. In

this way, children learn to recognise different emotions, for example they say 'the red monster is angry'.

- The childminder uses stories generally well to promote children's learning. She supports children's understanding of different concepts, such as singing songs related to story characters. However, at times the childminder shares too many concepts at once. This results in children being disengaged in conversations. For instance, sometimes activities to introduce children to mathematical language through stories are not always used effectively. Therefore, teaching is not always matched effectively to what children need to learn next.
- The childminder has a keen focus on raising children's awareness and appreciation of other cultures. She does this through increasing their knowledge of the local community. For instance, children meet people from the Gurkha community on their outings and greet them by saying 'namaste'. Children enjoy receiving a warm smile and a 'namaste' back from these individuals. This supports children to understand the similarities and differences between themselves and other people in the community.
- The childminder recognises the importance of teaching children to adopt healthy lifestyles, such as handwashing before mealtimes, eating more vegetables and drinking water. Children have learned that they are washing away the germs but do not know why this is important. Consequently, children do not understand why their bodies need these hygiene routines carried out.
- The childminder understands the positive impact of joint working with parents and other settings that children attend. They actively share important information, such as strategies used to develop children's learning and development. These strong partnerships have led to, for example, children's increased confidence in speaking and interacting with people.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to help safeguard children. She knows the procedures to follow, should she have any concerns about children. The childminder is aware of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge current. She is aware of issues that may compromise children's welfare, such as the effects of radicalisation. The childminder supervises children well to ensure they are safe and secure in their learning environment. She regularly assesses safety in her home to reduce any risks to children.

## What does the setting need to do to improve?

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

- refine teaching to make sure all activities are consistently planned to take

account of what each child needs to learn next

- help children to fully understand the importance of good hygiene routines to support their good health, particularly with regards to food, drink and infection control.

## Setting details

<b>Unique reference number</b>	EY487307
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10264868
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	28 June 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Church Crookham, Hampshire. She provides care from 7.30am to 5.30pm on Monday to Wednesday and on Thursday from 7.45am to 5.30pm, all year round. The childminder holds a relevant childcare qualification at level 2. She accepts funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sonia Panchal

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The childminder showed the inspector the areas around her home and discussed what she wants children to learn.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The inspector took account of parents' written feedback on the education and care their children receive.
- The inspector observed and spoke to children, to find out about their experiences with the childminder.
- The inspector checked relevant documentation, including the childminder's paediatric first-aid qualification and her 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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