

# Childminder report

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Inspection date: 14 February 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children arrive happy and confident. They receive a warm welcome from the childminder, her family and the children who are already present. Children speak confidently about what they wish to play with and independently access an array of interesting resources and activities. They help to set up the train track and decide which engines they will use. Children develop a secure understanding of the childminder's expectation of their behaviour. They listen well to the childminder's gentle reminders about sharing toys. Children respond calmly, sharing resources and taking turns.

Children know the routine of the day. For example, they know they wash their hands before sitting down to eat. They feel safe and secure and know how to ask for help if they need it, for instance when children are learning how to use the toilet independently. The childminder has a clear vision in helping all children, including children with special educational needs and/or disabilities (SEND), to reach their full potential. Children gain the skills they need to prepare them for their next stage in education.

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

- The childminder demonstrates a genuine enjoyment of working with children. She completes regular training to enhance her practice to help support children in their learning and development. She is particularly skilled in caring for children with SEND and works closely with parents and other professionals. The childminder swiftly contacts external agencies when children need any extra support. This ensures that all children are progressing well in relation to their starting points.
- Parents are very happy with the service the childminder provides. They comment that the childminder is flexible and keeps them up to date with their children's progress. Parents particularly like the outings the children go on and describe the care as a 'home from home'. They talk with the childminder regularly and receive newsletters and messages. This strong partnership positively helps parents know how to continue their children's learning at home.
- The childminder delivers a well-planned curriculum that she tailors to individual children. She regularly observes children at play and knows their current interests well and what they need to learn next. However, during some activities, she tries to cover too many learning objectives at once, and therefore, children are not building on prior learning consistently. As a result, she is not using every opportunity to help children make the best possible progress.
- Children have a positive attitude to learning. They particularly enjoy their time outside. They get themselves ready in their outdoor clothing before heading off to play in the garden. Children expertly ride balance bicycles, walk across

wobble boards and play imaginatively using the outdoor play kitchen. They count the spots on the painted stones and are learning how to add and subtract numbers. These activities are helping children to successfully develop their mathematical and physical skills.

- Children joyfully play in the shaving foam, finding letters and pom-poms that are hiding within. They giggle when they realise they can make the shaving foam froth even more when they squeeze and pat it around the tray. Children use tweezers to pick up objects they find in the foam and place them in a jug. They thoroughly enjoy getting messy with the foam and are developing good dexterity.
- The childminder uses clear and precise language, which is helping children to learn new vocabulary. She reads stories to the children and makes it fun through using different voices, which brings the story to life. Children are keen to join in with the words from the stories they remember well. They pretend to be going through the forest and say, 'We can't go over it, we can't go under it. We will have to go through it.' Children's communication and language skills are progressing well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her responsibilities to safeguard children. She can identify the different signs and symptoms of abuse, including female genital mutilation and domestic violence. The childminder keeps all required records and knows how to make a referral. This includes the procedure for reporting any allegations made against herself or a household member. The childminder completes regular training so that she remains up to date with her safeguarding knowledge. She teaches children about their own safety. For example, children learn the importance of ensuring they give each other enough space when playing boisterously.

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

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

- strengthen activity planning by focusing precisely on the skills and knowledge children will gain from activities and how this will build on prior learning and support their good progress.

## Setting details

<b>Unique reference number</b>	EY388406
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10265152
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	25 May 2017

## Information about this early years setting

The childminder registered in 2009. She lives in Andover, Hampshire and provides care for children from Monday to Friday, throughout the year. The childminder has a childcare qualification at level 4. She receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hazel Farrant

## 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 and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- The inspector read and considered written comments from parents during the inspection.

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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