

# Childminder report

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Inspection date: 27 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 are well cared for in this nurturing home-from-home environment. The childminder creates a calm atmosphere, where children flourish and feel safe and secure. Children comment on how much they love coming to the childminder's home. They concentrate well and enjoy exploring a rich variety of resources that interest them. For instance, they enjoy exploring the texture of sand with their fingers. Children use their fine motor skills and hand-to-eye coordination as they use tools to scoop up sand and empty and fill containers.

The childminder is a positive role model and has high expectations for children's behaviour. For example, she sensitively reminds young children not to stand on resources and gives them clear explanations as to why. Children respond promptly to instructions, such as tidying up their toys before moving on to the next activity. Children treat one another with kindness and respect. For instance, they are encouraged to say please and thank you and often say this without being prompted.

Children develop good levels of independence. For instance, older children take themselves to the bathroom and manage their personal care needs with confidence. Younger children proudly take off their coats and hang them up on low-level pegs. All children make good progress from their starting points and are well prepared for starting school.

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

- The childminder knows all the children very well. She has a big focus on their happiness and well-being. The childminder provides a range of engaging learning experiences and adapts them to reflect the different ages and abilities of children. For example, younger children enjoy squishing and manipulating play dough in different ways. Older children confidently use scissors to cut the dough. Activities like these help develop the muscles in children's hands and fingers, which support their early writing skills.
- Children show a love for books. They enjoy turning the pages and pointing to the pictures. The childminder introduces words such as 'clown fish' and 'mermaid'. This helps to widen the children's vocabulary and improve their language skills. Children enjoy these calm and personalised story times as they snuggle up to the childminder and listen to her read with great enthusiasm.
- Parents speak highly of the nurturing childminder. They comment that the childminder is 'simply wonderful'. Parents trust the childminder implicitly and praise the wonderful experiences she provides for their children. However, partnerships with other settings children attend are not as strong. Therefore, children's learning is not consistent across all settings they attend.

- The childminder is very reflective and keen to improve her skills. She keeps her childcare practice up to date through regular training and internet research. For example, recent training on autism spectrum disorder has given her a greater awareness of this.
- Generally, the childminder supports children's language and communication skills well. The childminder illustrates this as she gives children eye contact, models language and introduces new vocabulary. For instance, as children play with dough she introduces the words 'bigger' and 'smaller'. The childminder enjoys joining in with children's play. However, occasionally, she steps in too quickly and interrupts children's explorations and problem solving. This is evident as children attempt to make their dough model 'taller'. The childminder enthusiastically tells the children how to join the dough pieces together before they can work this out for themselves.
- The childminder promotes children's health and well-being effectively. For example, as children eat their fruit at snack time, she talks to them about the benefits of eating healthy food. Children enjoy being physically active and thoroughly enjoy games which develop their large-muscle movements, such as kicking and throwing soft balls. This helps children to develop strong and healthy bodies.
- The childminder takes the children out and about to meet different people and visit new places. For instance, they visit the local toddler groups, parks, pet shops and take a ride on the bus. This helps to extend their learning even more. These experiences help children develop their social skills and gain an understanding of the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe in her setting. She has a clear understanding of how to identify the signs and symptoms that may indicate a child is at risk of harm. The childminder understands the procedures to follow if she has a concern about a child's welfare. She fully understands what she must do if an allegation is made against her or a household member. The childminder completes regular training to keep her knowledge of safeguarding up to date. She knows about other potential safeguarding issues, such as the 'Prevent' duty. The childminder supervises children well, and carries out risk assessments to identify and remove any potential hazards.

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

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

- strengthen partnership working with other settings children attend, to provide consistency in their learning

- give children sufficient time to process and respond to questions, to help them develop their thinking and problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY291420
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10263639
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	8 May 2017

## Information about this early years setting

The childminder registered in 2004. She lives in Fleet, Hampshire. She operates all year round from 7.30am until 5.30pm, Monday to Thursday. The childminder holds a relevant childcare qualification at level 3. She accepts funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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