

Childminder report

Inspection date: 17 February 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 are happy to enter the friendly childminder's home. The childminder ensures all children are safe and secure. She remains vigilant when children move out of her sight. Children settle quickly and enjoy exploring the resources and activities on offer. The childminder encourages children to join in with the 'Good Morning' song, helping them settle in. Children show they trust the childminder, looking to her for reassurance if feeling a little unsure. The childminder has high expectations of children. Children know they must listen to the childminder and follow her instructions to stay safe. For example, children are asked not to run on the slippery floor. They listen and stop.

Children have a positive attitude to learning and play well alongside each other. The childminder identifies building confidence and playing together as areas for development following the impact of the COVID-19 pandemic. Children are beginning to interact well with each other and make friends. The childminder plans a well-considered programme of visits to toddler groups to gradually build children's confidence in social situations. They get to meet a larger number of other children of similar ages. This supports their personal, social and emotional development.

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

- The childminder identifies what children need to learn next based on their developmental needs. She plans this from starting points established when children first start. The childminder identifies using numbers and counting as an area for development. Although the childminder plans to support children's mathematical development through play, she does not make consistently good use of opportunities to do so. The childminder has high expectations of children. She reminds children of the behaviour rules.
- The childminder encourages children to be independent. Children access their own drinking bottle whenever they need it. The childminder encourages children to look after their own personal hygiene and wash their hands, blow their own noses and dispose of the tissues in the bin. Children try and change their own clothes, especially when they are wet. The childminder helps to guide them if needed. This supports children's physical development and supports their independence. Overall, children behave well. They show respect for their peers and the childminder. Children share and take turns when playing with popular resources.
- The childminder identifies preparing children for starting school as an area for development. She enhances opportunities for older children to develop the knowledge and skills to be 'school ready'. The childminder works on helping children to put on their own shoes and coats. She provides activities to support

fine motor skills. For example, children cut chives with scissors to enhance the smell of home-made play dough. The childminder adapts this activity to include younger children. For instance, she encourages younger children to handle the play dough and smell the chives. The childminder is quick to praise children who attempt these skills. This helps children to become more confident and believe they can do these tasks for themselves.

- The childminder keeps training up to date using an online facility and face-to-face courses. She improves her knowledge by identifying and attending further training, such as on the early years foundation stage and exploring the power of play. This helps the childminder to improve her skills, continually improve the provision and better understand the development of early years children.
- Parents are full of compliments for the childminder. They say the childminder gives regular feedback on their child's development and progress. Parents state the childminder has consistently supported children through the COVID-19 pandemic. They comment on how children were anxious returning to the childminder. Parents say the childminder was very reassuring and went on walks with the families during this time to help with the transition back. This supports children's confidence and personal, social and emotional development. Parents compliment the childminder on how she works in partnership with them to continually improve the experiences of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a confident knowledge of safeguarding and child protection procedures. She can securely identify signs of abuse, neglect and radicalisation. The childminder knows the process involved in reporting these concerns. She knows who to contact with concerns about children and adults. The childminder has the safeguarding process displayed on noticeboards for her use and for parents to refer to. She attends regular training and reads articles to update her safeguarding knowledge. The childminder strives to ensure children are in a safe and secure environment.

What does the setting need to do to improve?

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

- make better use of opportunities to support children's mathematical development.

Setting details

Unique reference number	EY485333
Local authority	Hampshire
Inspection number	10276401
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2015. She lives close to the centre of Basingstoke in Hampshire. She cares for children throughout the year, Monday to Friday 8.30am to 5.45pm. The childminder is eligible for funding for children aged two, three and four years.

Information about this inspection

Inspector

Lynne Murray

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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