

Childminder report

Inspection date: 14 March 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in the care of the childminder and their assistant. They behave well and learn about being responsible. For example, children tidy away toys they have played with and put rubbish in the bin. They develop their understanding of how to take turns and share, including through playing board games. Children receive plenty of praise and encouragement. This helps to promote children's positive attitude to keep trying and to have a go during activities.

Children have fun and engage positively in activities and the daily routines. They take part with enthusiasm, such as choosing songs and rhymes to sing. Children develop their speech and understanding as they learn the words and actions to the songs and rhymes. Overall, children develop a good awareness of healthy lifestyles. They follow suitable hygiene routines, such as washing their hands before eating.

The childminder considers what she wants children to learn securely. She has a strong focus on preparing older children for school. This supports children to gain skills, such as listening and concentration. Children also learn to work together as a team. The childminder and assistant are keen to support children's learning and development. They have a good understanding of children's individual learning needs, including where some need extra help and support. The childminder and assistant ensure children receive challenge in their learning. For example, older children learn to count and add simple numbers together.

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

- Children understand the consistent expectations of behaviour well. They learn about using good manners, which the childminder and assistant model to them and remind them to use. The childminder and assistant support children's behaviour calmly, reminding them to use their 'listening ears'. They explain to children about the behaviour expected, such as to sit sensibly at the table.
- The childminder and assistant work closely together as a team. They have completed training which has helped them gain ideas for new learning experiences for children. The childminder and assistant evaluate and reflect daily on their practice. However, sometimes, the childminder does not focus strongly enough on identifying the quality of teaching, to help strengthen this further.
- Children have fun joining in with different exercises and they spend time being physically active, which promotes their good health. They eagerly try to stretch their hand across to touch their opposite foot, without losing their balance. This supports children to develop control and coordination. The childminder and assistant raise children's awareness of staying healthy with some simple discussions. For example, they encourage some discussions about brushing

teeth and healthy and unhealthy food. However, this does not fully extend children's developing knowledge and understanding of healthy lifestyles.

- The childminder and assistant know the individual children very well. They monitor children's development closely to understand their achievements and what they need to learn next. The childminder provides ongoing updates to parents about their children's progress. She makes parents aware of any gaps in their child's learning and makes suggestions about how to support children at home. The childminder understands the importance of referring children, when needed, to professionals to seek further advice. She is fully aware of following any professional's guidance, to help her support children's progress.
- Children develop their independence well. Younger children learn to feed themselves using cutlery. Older children develop their self-care skills, including using the toilet and washing their hands independently. They learn to manage their own clothing, such as taking off and putting on long-sleeved tops. Children make their own choices from the plentiful supply of resources, confidently asking for their favourites if they cannot reach them. The childminder uses additional funding appropriately to meet children's individual needs. This includes buying resources to help them to understand their emotions.
- There are strong partnerships with parents, which promote consistency in meeting children's needs. There is effective ongoing two-way communication with parents. This ensures parents receive detailed information about children's days, including care needs, activities and learning. Parents are very happy with the childminder's service. They comment positively about the communication and the guidance and support they receive. They say this helps them to continue children's learning at home. Parents highlight that their children are 'very happy' and 'thrive' in the care of the childminder and assistant.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a good knowledge and understanding of how to recognise and respond to safeguarding concerns. They have easily accessible information about safeguarding procedures and contact details for relevant agencies should a concern arise. Outings are organised effectively to minimise dangers to children. This includes walking safely along roads and taking items, including a first-aid kit. Children learn about keeping themselves safe, such as crossing the road safely. They are taught to sit down at the table to eat and younger children are safely secured in highchairs with appropriate harnesses. These measures promote children's safety securely.

What does the setting need to do to improve?

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

- reflect on the already overall, good support to promote children's deeper understanding about healthy lifestyles, to help extend their knowledge further
- consider further ways to review the quality of the provision, including identifying ways to support assistants to build on their teaching skills, to raise these to a higher level.

Setting details

Unique reference number	112549
Local authority	Hampshire
Inspection number	10261663
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	12
Number of children on roll	9
Date of previous inspection	17 October 2022

Information about this early years setting

The childminder registered in 1993. She lives in the Beggarwood area of Basingstoke, Hampshire. The childminder offers her service for most of the year, Monday to Friday and her main working hours are 8am to 5.30pm. She receives early years funding to provide free early years education to children aged two, three and four. The childminder has a relevant childcare qualification and works with an assistant.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder explained her curriculum intentions to the inspector.
- Discussions were held with the childminder and assistant at appropriate times during the inspection.
- The childminder and inspector observed and evaluated an activity led by the assistant.
- The inspector observed children's activities and routines and their interactions with the childminder and assistant, and evaluated the impact on their learning and development.
- Some parents provided feedback to the inspector about the childminder's service.
- Children chatted and interacted with the inspector.

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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