

Childminder report

Inspection date: 15 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children love spending time with the kind and attentive childminder. They demonstrate good social skills as they welcome new people happily, such as when they proudly introduce their friends to the inspector. Children are confident learners and show a positive commitment to learning. For example, they focus for extended periods of time to produce a picture of flowers using coloured paper, scissors and glue. Children persevere and independently overcome any small challenges they face. They feel valued and proud when praised for their efforts by the childminder.

Children behave well. They practise sharing and taking turns, and consistently apply these skills, saying 'my turn', showing they can work as a team. Children are familiar with the routines of the day. They have access to many stimulating resources and tidy them away swiftly after use, often without prompting.

Children enjoy the daily outdoor visits to many places of interest, such as the farm to see alpacas. They talk with interest about their first-hand experiences using photographs to jog their memories. Children develop good physical skills, such as when they climb and balance on large logs in the woods. They also use their problem-solving skills to figure out why there are several holes on leaves that they find. In this way, children develop a good understanding of the world around them.

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

- The childminder shows a proactive approach to enhancing her professional development. She undertakes webinars and researches online to further improve her existing knowledge and skills. For example, she has recently received training on the eight senses. The childminder is keen to incorporate what she has learned into her curriculum to further support children's physical and emotional well-being. This helps to raise the childminder's understanding of how young children learn and develop.
- Children receive a well-rounded curriculum that covers all areas of learning. For instance, the childminder encourages children's early mathematical and critical thinking skills. Children work thoughtfully to put together a 'marble run' game that has different shapes and sizes of tubing. They explore and investigate the best possible way to construct the structure. Older children remember previous learning and support the younger ones. Younger children listen carefully and begin to take on board the suggestions. Children cheer with delight when they succeed.
- Children show imagination and creativity as they role play real-life scenarios. For example, they set up benches to represent rows of seats on a bus. Older children respond to the childminder's questions to extend their play. They decide

to take a trip on an animal safari in Africa. Younger children play with wild animal toys and name them. Older children talk about the animal's features, diet and habitat. Overall, children make good progress from their starting points.

- The childminder supports children to stay safe and healthy from the outset. For example, children blow their noses with a tissue, discard it safely in the bin and then use antibacterial gel. They learn about the benefits of healthy foods and drinks on their bodies, such as 'drinking water stops headaches'. Children also remind their parents to cut their fruit into smaller pieces to avoid choking. This helps children to maintain good health and physical well-being.
- The childminder knows children well and has a clear understanding of what they know and can do. She assesses children's ongoing progress and identifies their individual next steps in learning. However, on occasions, when teaching a mixed aged group, the childminder spends more time interacting and talking with older children. When this happens, younger children are given less attention to extend their learning even further.
- The childminder organises seasonal activities to raise children's awareness of customs and traditions, such as Mother's Day. However, she does not fully consider ways to deepen children's understanding about different cultures represented in modern Britain, including ways of life beyond their own experience.
- Parents and carers highly value the care and education the childminder provides. They say their children love coming to the childminder's home and it is 'like going to a favourite relative'. The childminder keeps parents well informed, through daily verbal exchanges and text messages. Parents and carers know what their children are learning with the childminder. This helps them to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to protect children from harm. She knows the potential signs and symptoms that may indicate a child is at risk of abuse, including exposure to extremist views and behaviours. She is aware of the referral procedures to follow should she have a concern about a child's welfare. In addition, she knows the process to follow if an allegation is made against herself or another adult in her household. The childminder ensures children play in a well maintained and secure environment. Children learn important safety measures, such as sitting correctly with both feet on the floor when on the children's benches.

What does the setting need to do to improve?

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

- adapt teaching to help children of all ages and abilities learn more effectively when they are in a group together
- enrich children's knowledge and understanding of different cultures beyond their own.

Setting details

Unique reference number	112397
Local authority	Hampshire
Inspection number	10280722
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	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 August 2017

Information about this early years setting

The childminder registered in 1989. She lives in Camberley, Surrey. The childminder works Monday to Friday, from 7am to 7pm, throughout the year. She accepts funding to provide 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 childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector jointly evaluated the impact on children's learning, when an activity was observed.
- Parents, carers and children shared their verbal and written views of the education and care the childminder provides, with the inspector.
- The childminder provided the inspector with relevant 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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