

# Childminder report

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Inspection date: 17 March 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 have secure attachments with the kind and loving childminder. It is clear that the childminder sees the children as part of the family. Children seek comfort and reassurance from her when needed, such as when there are new people in the home. Children confidently select resources to play with, such as puppets. They remember and then remind others to tidy up their toys afterwards. They are kind and thoughtful towards one another. For example, older children pick up toys the younger children drop and give them back to them so they can continue playing. Children learn to be caring and gentle towards animals under careful guidance from the childminder. For example, she models how to gently stroke the cat, and the children eagerly copy.

Children sing throughout the day, which helps to develop their language skills. They start to learn independence through everyday routines. For example, children know how to get their beds ready for nap time. This includes getting their pillows and blankets from the cupboard. They enthusiastically help to set these up.

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

- Children make good progress in their learning and development. The childminder praises the children regularly for their efforts and keenly supports them as they learn new skills. For example, she encourages very young children who are learning to crawl to keep going even when it is difficult. This motivates very young children to keep trying.
- The curriculum is based on children's needs and interests. It builds on what children know already and can do. The curriculum is ambitious and ensures children are ready for the next stage of learning.
- Overall, the childminder supports children's language development well. For example, she repeats words back clearly to children. When very young children babble, the childminder replies as she builds an ongoing conversation with them. This helps children to develop conversational skills.
- The childminder is in tune with the needs of the children. She is flexible and adapts her routine to meet the needs of the children, such as moving lunchtime forward when she sees that the children are becoming hungry. This helps meet their needs quickly and effectively.
- The childminder is highly knowledgeable about each child and their family. She uses this to support children further. For example, she knows when children may need additional support with settling into the daily routines of the setting. This enables the childminder to put strategies into place straight away.
- The childminder takes the children on regular outings to expand their understanding of the world around them, such as taking them on walks and visits to museums. The childminder also uses these outings to develop children's

personal, social and emotional development. For example, she has recently taken them on an outing with other childminders to learn about the 'Hungry Caterpillar' as they explore a play trail. This provided children with opportunities to play with their peers as they explored.

- Children who speak English as an additional language (EAL) are welcomed, and some steps are made to help them communicate and feel safe and secure. The childminder supports children as they begin to learn English. However, the childminder has not yet implemented strategies to include children's home languages within the setting. This means children with EAL are not supported as effectively in developing their communication skills and their sense of belonging.
- The childminder provides children with a range of books. However, these are not always easily accessible to children. In addition, the childminder does not consistently provide children with frequent opportunities to hear books read aloud. This limits the times that children can hear stories being read to them.
- Parents comment positively on the childminder. They explain they feel the children really benefit from their time with her. Parents also comment they consider her to be a 'great asset to the family'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a secure understanding of her roles and responsibilities in keeping children safe. She has recently undertaken training to develop her knowledge further. The childminder knows the signs and symptoms that may indicate a child is at risk of harm. She has strengthened her knowledge of the local safeguarding partner processes to follow when she has concerns, including if there has been an allegation against herself or a member of the household. The childminder ensures children's safety during mealtimes by recognising choking hazards and acting appropriately, such as cutting grapes in half.

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

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

- further develop the provision for children who speak English as an additional language
- increase the opportunities to develop children's literacy awareness.

## Setting details

<b>Unique reference number</b>	EY537430
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10281843
<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>	0 to 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	29 November 2018

## Information about this early years setting

The childminder registered in 2016. She lives in Basingstoke and operates all year round, from Monday to Friday, 7am to 5pm. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Natasha Jarvis

### Inspection activities

- This was the first routine inspection the provider 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 discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector through written feedback provided by the childminder.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents, such as the childminder's first-aid qualification.
- The childminder and the inspector held discussions at appropriate moments.

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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