

# Childminder report

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Inspection date: 22 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 are well looked after by the attentive and caring childminder. The provision is welcoming, clean and safe. The childminder has established good relationships with the children, which helps them to feel safe and secure. Children approach the childminder for cuddles when they require reassurance. The childminder quickly attends to children's needs and offers regular praise. This helps to build their confidence and self-esteem.

Children are inquisitive learners and independently explore the resources and activities. They play together and have formed secure friendships. They think of ideas and use their imagination during play. For example, children inventively use props to create meals, such as pizza and cake, and chat about their favourite foods. This helps to build skills in communication and language.

The childminder provides opportunities for children to learn about the local community. They visit the city's museum where they learn about local history and take part in activities. The childminder prioritises fun experiences for children. For instance, they enjoy taking part in scavenger hunts outdoors. This helps to boost their observation skills in a relaxed and natural way. Children develop good social skills while interacting with people from the community on trips to the library and local parks. This supports them to gain confidence in new situations.

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

- The childminder knows what she wants children to learn. She quickly establishes their starting points and assesses children's progress. The childminder plans activities based on children's individual needs and interests. She shares information with other early years settings and schools that children attend. This provides continuity for children.
- The childminder provides fun and engaging activities. For example, during a 'song-bag' activity children take turns to select a picture card and state the name of the song. They excitedly lie down on the floor in anticipation for the 'sleeping bunnies' song. They jump up and down and sing along during the chorus. This inventive activity encourages children to practise their communication and language skills and learn new words.
- Partnership with parents is strong. The childminder ensures that parents are kept informed of children's progress. She shares photographs and detailed information of what children have been doing during the day. Parents praise the childminder, comment that activities are "well planned out" and that children develop confidence, language skills and good manners.
- The childminder ensures that children have access to fresh air and exercise. They enjoy playing outside each day and trips to local places of interest.

Children enjoy healthy snacks that the childminder provides, such as raspberries and bananas. She teaches them about the importance of keeping themselves healthy. For example, children learn about good oral hygiene through targeted activities and resources. This helps to support children's good physical development.

- Since the last inspection, the childminder has developed her understanding of how to support children to be independent learners. Children are encouraged to put on their outdoor clothes and wash and dry their hands before snack routines. The childminder provides extended ways for children to look after their own needs. For example, during snack, children use child safety knives to chop fruit that they have chosen. Children help each other to zip up coats. This helps to establish relationships and self-esteem.
- Overall, children behave well. The childminder is a good role model. She encourages children to use good manners, which supports their understanding of how to treat others. However, she does not consistently ensure that children respond appropriately to what she has asked. This means that children do not fully understand behavioural expectations.
- The childminder evaluates her practice well. For example, she has recently created a notice board which she regularly updates with children's next steps to help her plan for activities. She has purchased child safety seats so that children are safe and secure when sitting at the table. She is proactive in updating her knowledge and understanding through training.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are safe from harm. She supervises children well and regularly checks the environment and resources to reduce risks. The childminder knows the signs and symptoms of abuse and procedures to follow if she is concerned for a child's safety. She is aware of a range of safeguarding issues, such as extremism. The childminder understands what to do in the event of an allegation being made against herself or a family member.

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

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

- set clear expectations for children's behaviour to help them to understand what is expected of them, and to ensure that all children can fully engage in the learning.

## Setting details

<b>Unique reference number</b>	EY308154
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10276593
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	24 July 2017

## Information about this early years setting

The childminder registered in 2005. She lives in Winchester and provides care on Monday from 7.45am until 5pm, and Tuesday to Friday from 7.45am until 6pm, for 48 weeks of the year. The childminder is in receipt of early years education funding for children aged three and four years. She has a relevant level 3 qualification.

## Information about this inspection

### Inspector

Loretta Murphy

### 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 and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The childminder provided the inspector with a sample of relevant records and documentation, such as proof of her paediatric first-aid qualification.

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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