

Childminder report

Inspection date: 27 March 2023

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| 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 benefit from a nurturing and caring childminder who spends time getting to know them well. Prior to children starting at the setting, she gathers detailed information from parents about their children's achievements and abilities, so she can support their learning right from the outset. Children settle quickly into her warm and homely environment and eagerly engage in activities alongside their friends. Older children delight in construction play, spend time building towers and think about differences in size. The childminder introduces words, such as 'taller' and 'smaller', to support their mathematical understanding further. Babies are curious and explore the environment with interest. They press buttons on mechanical toys, shake instruments and explore different sounds.

Children know their routines well and willingly tidy away toys before snack time. They manage their personal care needs well, wash their own hands and naturally use their own personal towels to help avoid cross contamination. Children pour their own drinks and show good independence skills for their young age. The childminder offers children lots of praise and inspires them to keep on trying, even when they face challenges. For example, when small spillages occur, she sensitively wipes them away and encourages children to have another go.

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

- The childminder accurately assesses children's learning. She teaches children well overall, which contributes to the good progress they make. For example, all children enjoy listening to stories. The childminder encourages older children to participate and make predictions on what might happen next. However, the childminder does not use what she knows about younger children's speaking skills, to target and consistently support their developing vocabulary and language to the highest level.
- The childminder effectively supports children to develop their early writing skills. For example, children develop the small muscles in their hands and fingers as they manipulate play dough. They access a range of different resources to draw and make marks. Children display high levels of concentration as they sit up at the table and draw pictures. They are proud of their achievements and are eager to show the inspector their drawings.
- Partnership working with parents is strong. The childminder shares information on daily care routines and keeps parents regularly informed of their children's ongoing development. Parents comment positively and say they are delighted with the progress their children are making.
- The childminder shares information with professionals at other settings children also attend. This helps to ensure continuity in children's care and learning.
- Children demonstrate strong bonds with their peers. They welcome their friends

with a huge smile and show kindness as they help them take off their shoes. The childminder is a good role model and sensitively encourages children to play cooperatively with their friends. She gently reminds children to say please and thank you, to help develop their manners. Children behave well and follow the rules and expectations of the setting.

- Children benefit from a childminder that places a strong focus on their health and well-being. She provides children with a variety of nutritious snacks and works closely with parents, guiding them with suggestions on healthy food options for their children's packed lunches for example. Parents comment that their children are eating a wider variety of food since starting at the setting.
- The childminder effectively supports children's understanding of the wider world. For instance, children delight in outings to her allotment, where they grow and harvest fruit and vegetables. This builds on their understanding of life cycles and where food comes from.
- Children enjoy being physically active. Older children use resources, such as wheelbarrows to transport bricks across the garden. They climb up apparatus, such as slides and show good coordination skills. Babies investigate different textures as they explore their natural environment.
- The childminder regularly evaluates her provision to make improvements. She completes research and attends training to help build on her skills and professional development. The childminder has formed a close network of childminders in the local community. She shares good practice, such as activity ideas and how to integrate new guidance and legislation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with her knowledge of safeguarding. She has a good understanding of the potential signs that may indicate a child is at risk of harm and knows who to contact to raise any concerns. The childminder is vigilant and supervises children well. She carries out regular checks of her home, inside and outside, to ensure that children play in a safe and secure environment. Children learn to think about their personal safety, and know to tidy away toys to help keep the floor free from trip hazards.

What does the setting need to do to improve?

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

- use assessments of younger children's speaking skills, to target and consistently support their developing vocabulary and language development to the highest level.

Setting details

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| Unique reference number | EY491572 |
| Local authority | Hampshire |
| Inspection number | 10280439 |
| 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 | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 4 September 2017 |

Information about this early years setting

The childminder registered in 2015. She lives in Four Marks, Alton, Hampshire. The childminder provides care for children Monday to Thursday, from 8am to 6pm, for most of the year. The childminder holds a primary teaching qualification. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 has taken that into account in their evaluation of the setting.
- The inspector took account of the views of parents and carers through written testimonials.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to children and the childminder at appropriate times.

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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