

# Childminder report

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Inspection date: 23 March 2023

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<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 busy and concentrate intently on what interests them. For example, children explore the nature tray which includes spring flowers, leaves and pieces of tree bark. They happily talk to the childminder and use magnifiers to look at the bark and she teaches them about spring. Children enthusiastically throw the leaves in the air and say, 'leaves falling'. The childminder builds on children's knowledge, reminding them about the leaves falling off the little cherry tree in winter.

Children have strong bonds with the childminder and snuggle up to her as she reads them stories. Children show they feel safe and confident in the childminder's home and playroom. For instance, they move the role-play shop to another area to make it easier to stand behind the counter and pretend to be the shopkeeper. The children count the vegetables and place them in the childminder's bag. Alongside her co-childminder, she supports children to be independent and build their self-confidence.

Children enjoy high-quality play experiences that motivate them to try something new. For instance, children pick up small slates, draw with the quartz pens and describe the picture as 'trees and leaves'. They readily take turns with others and share the unusual pens and watch their friends draw on the slates.

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

- Children build their communication and language skills with the childminder's support. She expands children's vocabulary as they listen to a story about the prickly hedgehog. Children explore textured shapes and the childminder describes the surfaces as, 'squidgy', 'rough' and 'smooth'. Children learn descriptive language as they copy the childminder's spoken words.
- The childminder builds on children's learning and memories through talking about their experiences. For example, while the childminder and children play in the sand tray outside, she extends their learning by adding seashells and talking about their trips to the beach. Children show concentration and enjoyment as they use seashells to listen to the sea and they tell the childminder what they hear. Children give the childminder a shell and watch as she listens.
- Parents praise the childminder and co-childminder. They describe them as part of their family and talk about ongoing support for their children. Parents talk about the progress their children make and they receive regular updates online. They talk about the importance of enrichment activities the childminder provides for their children, such as attending toddler groups, trips to the park and walks in the forest.
- The childminder makes ongoing assessments of children's learning and uses this to plan their next steps. She observes that some children require more

opportunities to strengthen their hand muscles. The childminder uses play dough activities to support this development. Children are keen to roll and squish the play dough and work hard to press stampers into the dough to help strengthen their small muscles.

- Children enjoy a range of high-quality experiences. The childminder understands the importance of children learning about others and they attend local toddler groups. This gives children the opportunity to practise their social skills and start to understand how people are different and similar to themselves. The childminder uses the distinct features of the local area to build children's life experiences. She takes children on trips to the forest and they see the wild ponies. She uses the local beach to show children the sea.
- The childminder supports children to learn about their emotions. For example, she provides books that help children to identify emotions. Together the childminder and children look at their faces in the mirror and talk about how they feel. Afterwards, they look at books about feelings and talk about the emotions of others and this helps to develop children's emotional literacy.
- The childminder completed some training to update her professional skills and knowledge. However, some new teaching strategies are not yet fully embedded into her practice. She engages with the local community and supports other childminders.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She is aware of the signs and symptoms that may indicate that a child is at risk of abuse. The childminder has a written safeguarding policy and knows the course of action to follow if she has concerns about a child's safety. The childminder understands the importance of keeping children safe on outings and carries out checks in the areas before children play. She has completed safeguarding training, including the 'Prevent' duty guidance, which helps her understand her role in keeping children safe from radicalisation and extreme views.

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

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

- continue to embed new professional skills and knowledge to support children's learning.

## Setting details

<b>Unique reference number</b>	112988
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10276272
<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>	6
<b>Number of children on roll</b>	30
<b>Date of previous inspection</b>	10 July 2017

## Information about this early years setting

The childminder registered in 1990. She works with her partner, who is also a registered childminder, in their home in New Milton, Hampshire. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years. The childminder is open all year round, from Tuesday to Friday.

## Information about this inspection

### Inspector

Jo Parker

### 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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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