

# Childminder report

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Inspection date: 12 April 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 show that they feel safe and emotionally secure in the childminder's care. They willingly demonstrate if they need a cuddle. This is warmly reciprocated by the kind and caring childminder. The childminder's care practices help all children to settle, feel happy, and start to show independence and confidence through their play. Babies who are new to the setting indicate that they have formed an attachment to her. Young children are content to choose their play activities and select age-appropriate resources from easily accessible storage. Young children already show preferences for what they enjoy doing and engaging with. For example, they show good levels of engagement as they use musical instruments and sway in time to the music playing in the background. Young children demonstrate their developing dexterity as they fit together large building blocks to make tall towers. Children behave very well. They treat their toys and resources with care.

Children benefit from the childminder's well-planned curriculum. This encompasses all seven areas of learning alongside a broad range of exciting activities away from her home. For instance, children thoroughly enjoy outings to garden centres, farms, physical-play centres and music groups to help build on their learning. Through discussions, the childminder helps children to recall exciting events, such as the different animals they met at the farm. Children are able to start mimicking the noises of the animals, such as the sound a pig makes.

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

- The childminder continually aims to enhance her practice and the outcomes for children. For example, she completes a range of training courses and personal research. This includes, research to develop her skills in supporting children's language and awareness of emotions. The childminder is proactive in the ways she supports parental partnerships. For instance, she offers guidance on extending learning at home. She is confident to act promptly when identifying any gaps in children's development.
- The childminder plans an effective curriculum and overall implements this well. For example, she places a strong focus on helping children to build on a range of life experiences. Her curriculum further helps children to extend their knowledge and use of language, awareness of numbers and colours, and supports children's independence and confidence.
- Children are acquiring an understanding of mathematical awareness relative to their ages. For example, young children thoroughly enjoy completing jigsaw puzzles. They show interest in a puzzle depicting a clock that helps them to recognise that numbers have meaning. Children confidently problem solve to place puzzle pieces into the correct shapes. The childminder is supportive of

introducing new terms, such as 'triangle' and 'square' as they do so.

- Overall, children show emotional security in the childminder's care. She meets their needs well. Children understand the routines of the day and engage happily in their play. They are keen to take part as the childminder offers suggestions about what they may wish to do next. However, the childminder is less confident to plan for and provide activities where younger children and babies can play together for short periods, to support the ways they develop their emerging relationships with others. As a result, at times, younger children and babies become overwhelmed or upset when requiring her attention simultaneously.
- The childminder helps children to enjoy a love of books and reading. She chooses stories that strengthen prior learning, for example, the current topic of the farm. The childminder helps children to understand that wool comes from sheep, that pigs roll in mud and that milk comes from cows. Children show interest and engage well when sharing books.
- Children learn from an early age about the importance of healthy lifestyles. They are keen to wash their hands prior to eating snacks and lunch. Children benefit from vast opportunities to be outdoors. They rest and sleep according to their needs.
- Parents are positive about the care that their children receive. Their feedback states that they feel well-informed about what children do and learn, and that their children are happy and love attending. Parents are grateful for the range of outings provided and state that their children are safe in the childminder's care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to protect children in her care. She regularly updates her skills and knowledge of safeguarding matters through training. For example, she knows the procedure to follow should an allegation be made against her or a household member, or if she needs to report a concern about a child in her care. The childminder shares her policies and procedures with parents so they understand how she keeps their children safe and supports their well-being. She knows the importance of providing children with healthy meals and snacks, and understanding if any child has an allergy.

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

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

- extend opportunities for children to build on their social interactions with other children, so that they can form positive relationships with others.

## Setting details

<b>Unique reference number</b>	EY340709
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10263989
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	18 May 2017

## Information about this early years setting

The childminder registered in 2006. She lives in Farnborough, Hampshire. The childminder works from 7.30am to 5pm on Monday to Thursday, and some Fridays in arrangement, for most weeks of the year.

## Information about this inspection

### Inspector

Aileen Finan

### 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 this into account in the evaluation of the setting.
- The childminder discussed with the inspector how she plans her curriculum and how she works in partnership with parents.
- The inspector observed the childminder interacting with children during play activities.
- Relevant documentation was sampled during the inspection. This included written feedback from parents.
- The inspector spoke with the childminder to assess the quality of her safeguarding knowledge.

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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