

Childminder report

Inspection date:

26 April 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children happily enter the setting and feel safe and secure. The warm and friendly childminder greets them. Children know the routine of the setting and hang up their coats and bags and take their shoes off. They sit at the breakfast table, where the childminder provides a healthy and balanced breakfast for them. Children are content and chat among each other. They are very polite and clearly respect the childminder. For example, they all ask to leave the table once they have finished breakfast. Children behave well and after breakfast they enthusiastically engage in play. This helps all children to settle quickly and promotes their social and communication skills.

Children have a choice of activities to choose from in the setting. They have access to resources that enable them to find out more about topics they are learning at school. For example, several of the children are studying Egypt. Children have regular access to physical exercise as they all walk to and from school each day. Children choose a role each day, such as leading the group when walking to school and locking the garden gate behind them. This gives children a sense of responsibility and self-worth.

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

- Children develop good independence skills. They have opportunities to make choices to care for themselves. The childminder encourages this throughout their time with her. For example, children know to clear away their breakfast plates and cups and tidy up after themselves. Older children are quick to help younger children, who may find tasks a little trickier. For instance, children help each other access resources and offer to carry heavy boxes with toys in. This shows respect for each other and helps to develop social skills.
- The childminder talks to the children a lot. This enables children to practise the communications skills they are developing at school. She asks children questions and waits for them to respond with answers. For example, she asks them about school and the topics they enjoy. The childminder uses these interests and plans the environment with the help of the children in her care. This encourages children to become confident in speaking out loud in a group.
- The childminder has high expectations for good behaviour. Children clearly respect this and act upon instruction. The childminder reminds children of the rules and boundaries when needed. For example, not to run indoors or climb on furniture. The childminder and children have a close bond and form good relationships. Children clearly feel comfortable around her and approach her with ease.
- The childminder offers an inclusive setting that meets the needs of all children.

This includes children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder ensures that the setting meets the individual needs of the range of children who attend. This ensures that every child is fully supported and included in all areas of the setting.

- Parents compliment the childminder as kind, welcoming and dedicated. They say they receive regular feedback on what their children have been doing during the time with her. For example, the childminder sends photos of activities they have taken part in. Parents state how their children love attending the setting and have grown in confidence. They say that the childminder is always striving to improve children's well-being.
- The childminder ensures she keeps up to date by attending regular training courses. For example, online and face to face. The childminder signs up to different agencies, who frequently send updates on early years subjects and suggestions for future training. She uses training to develop knowledge she can use to help the children she looks after. For example, the childminder recognises that further training on online safety would enable her to fully support children as they learn how to keep themselves safe online.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children and child protection. She can clearly identify signs of neglect and abuse. The childminder knows what to do if she has a concern about an adult or a child. She is fully aware of who to report this to if she needs to escalate the concern. The childminder keeps up to date with safeguarding topics by attending regular training. She strives to ensure children are in a safe and secure environment while at her setting.

Setting details

Unique reference number	EY315403
Local authority	Hampshire
Inspection number	10280784
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	4 to 13
Total number of places	13
Number of children on roll	13
Date of previous inspection	16 August 2017

Information about this early years setting

The childminder registered in 2005. She lives in Basingstoke. The childminder works before and after school, term time only on Tuesday, Wednesday and Thursday from 7.15am to 9am and 2.45pm to 6pm. She also provides ad hoc care throughout the holidays.

Information about this inspection

Inspector

Lynne Murray

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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