

# Childminder report

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Inspection date: 4 May 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and enjoy being with this experienced childminder. Toddlers have strong bonds with the childminder and cuddle her for reassurance. The childminder talks about her role in helping children become confident and providing them with a home-from-home experience.

Children know the routines well and the childminder understands their needs. For instance, when toddlers show they are tired and become fretful, the childminder supports them and explains that they need to rest. Toddlers become content in their sleeping bags from home and quickly drift off to sleep.

The childminder understands the importance of good communication skills for young children. She talks to the children and joins in with their play. Young children make sounds in response to her conversation, and some children use sign language to communicate with her. Children show good behaviour and take turns as they chop play foods, such as carrots and chillies. Toddlers learn about colours as the childminder points and matches the red and green chillies and says, 'Green like my top and red like your top.' The childminder explains that chillies are spicy foods. Children repeat 'spicy', trying out the new word.

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

- The childminder reflects on the improvements she has made in her planning. She provides a curriculum that ensures children have high-quality experiences. For instance, the childminder plans activities that help children to start to understand major events in the outside world. She talks to children about the King's coronation and together they play with small-world kings and queens and discuss making crowns.
- Parents report that their children are happy at the childminder's home. Parents receive updates on their children's progress and learning. They report that the childminder is quick to notice and talk to them about any concerns regarding their children.
- The childminder works with outside agencies to support children and their families. For instance, she follows advice from speech therapists and uses specialist techniques that support children. This helps to close any gaps in learning and prevents children from falling behind.
- The childminder appreciates the importance of children being connected to their community. She attends the village toddler group with the children and uses the local bus to visit the town. The childminder reminds the children about their own experiences while they play with a toy bus.
- The childminder uses small-world toys to help children learn about diversity. For instance, she uses resources that promote conversations. She talks to the

children about a person with a white cane and explains that this person is blind and what that means.

- Children have good fine motor skills. The childminder provides play dough and a range of tools. Children show high levels of concentration as they use scissors to snip the play dough into small pieces. Children listen intently and follow the childminder's instructions as she says, 'Roll it out.' Children roll the stiff play dough flat and she praises them for using their strong muscles. Children beam with pride at their achievements.
- Children show good hygiene skills and wash their hands before eating snack, with the childminder's support. Children are helped to choose a healthy snack from their lunch bags by the childminder. She encourages children to be careful when they eat certain fruits.
- The childminder keeps her skills and knowledge up to date with regular training. She is confident in her paediatric first-aid training and knows the course of action to take if a child is choking. The childminder receives regular information and updates from the local authority.
- The childminder provides some books for children and understands the importance of early literacy skills. However, at times, she does not make full use of opportunities to capture children's interest in books, such as by sharing and talking about stories.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She has a good knowledge of the signs that may indicate a child is at risk of abuse and how to refer concerns. The childminder uses a safeguarding document with QR codes that supports timely referrals to the local authority. She attends regular safeguarding training and understands her role in the 'Prevent' duty guidance to keep children safe from radicalisation and extremist views. The childminder knows the course of action to take if somebody makes an allegation 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:**

- make better use of opportunities to extend children's enjoyment of books and stories, to help foster a love of reading and further promote children's early literacy and language skills.

## Setting details

<b>Unique reference number</b>	160823
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10280712
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 August 2017

## Information about this early years setting

The childminder registered in 2001. She lives in the village of St Mary Bourne, near Andover, Hampshire. She cares for children Monday, Tuesday, Thursday and Friday from 8am to 5.30pm, throughout the year, except for bank holidays and family holidays.

## 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 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 on 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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