

Childminder report

Inspection date: 9 May 2023

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 are happy and enjoy attending the setting. The childminder has a strong bond with every child and knows their individual needs and interests. This helps the childminder to provide experiences and activities that keeps the children engaged and keen to learn.

Children look forward to their friends arriving so that they can play together. They show consideration and patience towards each other, such as sharing paintbrushes or looking at books together.

Children are familiar with the behaviour expectations of the setting. They prompt each other about the rules. Occasionally, when the childminder needs to remind a child about their behaviour, she will do this in a subtle and gentle way. This is effective and does not draw attention to the child in front of their friends.

The childminder has high expectations of every child and encourages them to try new activities that challenge them and move their learning on to the next stage. For example, the childminder encourages the children to work independently and make decisions during an activity that involves setting up the craft materials and mixing paint to make new colours.

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

- The childminder provides plenty of opportunities for children to develop their physical skills in the fresh air. For example, children regularly go out and about and often go on dog walks. They also have constant access to the garden. Here, they practise control and coordination as they balance on bicycles, throw and catch balls and take part in an egg and spoon race.
- Children engage in a range of activities that are well planned and promote a range of skills. For example, the children use the chalks outside to write letters and numbers on the ground, then run around finding the right one when the childminder calls it out. This helps the children to develop their listening skills and number and letter recognition.
- The childminder uses a range of resources to promote diversity and encourage children to have an understanding of the wider world. For example, books, dolls and activities are introduced to help start conversations. This supports children in learning that everybody is different and in valuing everyone as an individual.
- Children are given time to practise new skills during the day. For example, the children make sensory lamps by carefully pouring oil and water into bottles and adding glitter. This provides an opportunity to practise concentrating, small hand movements and using language around measuring and pouring.
- The childminder works in partnership with other providers when children attend

more than one setting. She works with parents to share information about progress made by the children. The childminder also shares information about any additional support that has been identified. This means children receive consistent care across settings and support is provided in a timely way to support their developmental needs.

- Parents report to being extremely happy with the care their children receive from the childminder and are impressed with their child's progress in all areas of learning. They value daily feedback from the childminder about their child's day and find progress reports useful and informative, which supports their learning at home.
- The childminder updates her knowledge regularly by accessing forums and speaking to other local childminders. She attends courses that improve her knowledge and confidence in areas of practice, such as safeguarding. For example, she has completed training on child trauma and promoting children's mental health.
- The childminder supports children's language well on most occasions. For example, she talks to children as they play and encourages them to share their ideas. However, there are some instances when she does not fully extend conversations or make use of opportunities to introduce new words and extend children's vocabulary further.

Safeguarding

The arrangements for safeguarding are effective.

Children learn how to keep themselves and others safe, both inside the home and when out and about. For example, the childminder teaches children about the importance of road safety and stranger danger. Children are taught how to move around the setting safely and are reminded of the dangers if they run inside or throw something, such as a toy, that might hurt someone else. The childminder has a good safeguarding knowledge and is able to identify the signs of abuse and where to go for advice and support. She has a good understanding of risk and puts measures in place to make sure children stay safe. For example, the childminder's dog is never left unsupervised around the children, and they are taught to treat the dog gently and with respect.

What does the setting need to do to improve?

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

- strengthen skills in extending children's language and provide more opportunities for them to expand their vocabulary.

Setting details

Unique reference number	EY447983
Local authority	Hampshire
Inspection number	10280084
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 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	9 August 2017

Information about this early years setting

The childminder registered in 2012. She operates on a Monday and Tuesday between the hours of 8am and 5pm. The childminder receives funding to offer free early education for two-, three- and four-year-old children. The childminder has a level 3 early years qualification.

Information about this inspection

Inspector
Lucy Short

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 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.
- The childminder and the inspector discussed how the childminder organises the provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's development.
- The inspector observed the interactions between the childminder and the children.
- The inspector looked at relevant documentation.

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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