

# Childminder report

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Inspection date: 15 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in the childminder's care. They readily approach her for cuddles, which are warmly given. Children show obvious delight in all they do. They are self-motivated to explore and learn. For instance, they watch with fascination as a snail makes its way across the grass. Children are curious and eager to learn more. They ask questions and use magnifying glasses to investigate in more detail. The childminder supports their natural inquisitiveness well as she helps them to understand where snails live and what they eat. Children listen attentively and show positive attitudes to their learning.

Children play cooperatively. They learn to take turns, such as when posting cars down the garage ramp. Children show that they enjoy each other's company. They sing songs together, holding hands as they 'row' their boats, laughing as they play. Children show that they are determined and keep on trying. Younger children enjoy the challenge of climbing the steps to the slide, and older children form letters from dough. Children of all ages learn many skills as they play. They are ready to move on to the next stage in their education.

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

- The childminder has a clear plan for children's learning. She knows the skills that will help to support children's progress in the future. For instance, the childminder teaches children to communicate effectively. They enjoy a good variety of songs and stories, which are read in a way that excites and engages them. Children hear new words and enthusiastically join in with familiar stories. The childminder is a positive role model and helps children to hear words said correctly. They develop into confident communicators.
- Children benefit from a childminder who plans activities to support their learning. For instance, they learn about medical professionals as they play in the 'doctor's surgery.' Children explore the resources eagerly and show good attention as they role play with dolls. They learn about the wider world in a safe environment.
- The childminder generally encourages children to be independent. They try and put on their own shoes, for example, and find their own drinks. At times, however, the childminder has not considered how children can be fully independent. Children are not consistently supported to manage their personal care, such as finding tissues to wipe their own noses.
- The childminder knows the children she cares for well. She carefully monitors children's learning to make sure they make good progress in all areas. Children enjoy listening games, for example, and taking part in sorting and counting activities. The childminder helps children to learn about size and quantity as they play. They learn basic mathematical concepts.

- Children learn good manners from the childminder. They discuss nutritious foods to eat as they share social snack times. The childminder encourages children to play energetically and to develop positive attitudes to a healthy lifestyle.
- The childminder provides children with an attractive indoor learning environment to play in. However, she is still developing her setting, and children do not have the same experiences and opportunities outdoors. For instance, when playing outdoors, children have access to fewer resources and are less able to make choices.
- The childminder seeks out training opportunities to develop her knowledge. For instance, she has recently attended training to support her skills in mentoring her assistant. The childminder is teaching her assistant the skills she needs to support children's learning. This benefits the whole setting.
- The childminder works effectively with her co-childminder and assistant. Regular communication ensures they all work together consistently to provide high levels of continuity for children's care and learning.
- Parents report positively about the care the childminder provides. They say how their children 'run in happily' each morning and have their 'needs fulfilled'. Parents comment that they feel confident that their children are safe in the childminder's care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She follows a robust recruitment process to ensure that her assistant is suitable to work with children. The childminder uses a thorough induction and ongoing supervisions to make sure her assistant knows her duty to keep children safe. The childminder understands the indicators of possible abuse. She knows the reporting procedures to follow if she has any concerns about children's welfare. The childminder understands the actions to take if there is an allegation made against her, her co-childminder or her assistant.

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

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

- develop opportunities for children to further support their independence and personal care
- provide children with more opportunities to make choices and to freely access resources.

## Setting details

<b>Unique reference number</b>	EY545723
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10287546
<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>	5
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	29 August 2019

## Information about this early years setting

The childminder registered in 2017 and lives in Botley, Hampshire. She provides care Monday to Thursday, from 8am to 5pm, during school term times only. The childminder regularly works with an assistant and a co-childminder. She receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Emma Dean

### 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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.

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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