

# Childminder report

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Inspection date: 18 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 benefit from a warm and nurturing home-from-home environment. They have strong bonds with the childminder and show they are happy and settled in her care. Children make independent decisions in their play and confidently select activities of interest. For example, they roll vehicles down guttering and practise their counting skills. They demonstrate good problem-solving abilities and make predictions as to which vehicles are too big. Children build strong friendships with their peers. When they accidentally knock the guttering over, they work as a team and successfully reposition it. The childminder praises children for their achievements, which helps to build on their confidence and self-esteem.

Children show good independence skills. For example, older children put on their own shoes ready for outdoor play and manage their personal care needs well. Younger children listen to instructions and are confident to ask for support when they need it.

Children are curious learners. They excitedly lift stepping stones and hunt for bugs in the garden. The childminder builds on children's learning, and provides them with additional resources, such as a magnifying glass. She engages them in discussion and encourages them to describe what they see. This helps to build on their developing language and vocabulary. All children make good progress in preparation for school.

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

- The childminder spends time getting to know children well. She observes their play and completes accurate assessments of their overall development. The childminder shares this information with parents, and works closely with them to outline targets for children's future learning. Parents comment that they are happy with the progress their children are making.
- The childminder works closely with professionals at other settings children also attend. This helps to ensure continuity in children's care and learning.
- The childminder understands the importance of supporting children's communication and language skills. For example, she reads stories to children and leaves gaps, to encourage them to say missing words and phrases. Children delight in singing nursery rhymes as they engage in their activities.
- Children gain good physical skills. For instance, they build on their core strength as they move backwards and forwards on the see-saw. They climb the slide confidently and demonstrate good coordination skills. Children manipulate play dough in to a variety of different shapes. This helps to develop the small muscles in their hands and fingers.
- Children have plenty of opportunities to develop their early mathematical skills.

For example, as children roll dough into worms, the childminder introduces new language, such as 'shorter' and 'longer'.

- The childminder encourages children to be physically active. She promotes their awareness of personal hygiene and gives clear explanations as to why they need to wash their hands, such as after handling bugs. However, the childminder does not fully support and consistently teach children about the importance of making healthy food choices.
- The childminder regularly evaluates her practice. She carries out parent-feedback questionnaires to seek the views of those who attend the provision, in order to drive improvement. The childminder networks with other childminders and accesses regular training to help improve her skills and knowledge. She has recently attended training which has built on her understanding of the different ways children learn.
- The childminder has high expectations of children's behaviour. Children respond well to her positive encouragement and help to tidy away toys when they have finished playing with them. The childminder has a calm and consistent approach when supporting children to manage their feelings and emotions. On the few occasion's small disputes occur, the childminder quickly intervenes and gently reminds them they need to take turns and share with their friends.
- The childminder teaches children about the wider world. For example, children enjoy outings in the local community and learn about some cultural festivals. However, the childminder does not embed children's home languages, cultural backgrounds and traditions within the setting. This would help to further develop children's understanding of similarities and differences and what makes them unique.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has rigorous risk assessments in place to ensure that children are safe from harm while in her care. She understands her responsibility to report any safeguarding concerns about the children she looks after, and where to report her concerns. The childminder regularly refreshes her training to keep her knowledge updated. She confidently identifies the signs and symptoms that may indicate a child is at risk of abuse, including radicalisation and the 'Prevent' duty.

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

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

- make the most of everyday routines and activities to help children learn about the importance of making healthy food choices
- provide a richer range of experiences to help children develop an awareness of home languages, cultures and traditions other than their own.

## Setting details

<b>Unique reference number</b>	EY484823
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10276288
<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>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	10 July 2017

## Information about this early years setting

The childminder registered in 2015. She lives in Andover in Hampshire. She is open all year round, and offers care Monday to Friday, from 7.45am to 5pm. The childminder holds an appropriate level 3 childcare qualification. She offers funded early education for two-, three- and four year-old children.

## Information about this inspection

### Inspector

Jane Franks

### 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 setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector considered the written views of parents.
- The childminder provided the inspector with a sample of key documentation on request, including her first-aid certificate.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
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