

Childminder report

Inspection date: 23 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

The childminder provides a homely and caring environment for children. She offers lots of comfort and cuddles throughout the day. Children show secure attachments to the childminder. They enjoy snuggling up and respond to her kindness with smiles and giggles. Babies listen attentively and gaze at the childminder as she softly sings to them. Children enjoy a range of experiences that have been planned to help them to learn and develop. For example, they happily take part in song times, using musical instruments. Babies show delight as they tap on the xylophone. All children make good progress in their learning.

Children show high levels of emotional well-being. Interactions between the childminder and children are positive. Younger children respond well to gentle reminders. For example, the childminder models how to put toys away when they have finished playing. The childminder models good manners and praises children for their achievements. For instance, she claps her hands and says, 'well done', when they do actions to rhymes by themselves. This helps to build children's confidence and self-esteem.

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

- The childminder has a curriculum that promotes children's learning and development. She uses interests to support them to make good progress from their starting points. The childminder weaves mathematics throughout children's play. For example, she counts toys as babies put them in the box. This helps children to hear numbers from an early age.
- The childminder promotes British values well in the setting. She teaches children about kindness, respect and manners. The childminder encourages positive behaviour and talks to children about their emotions. This helps them to manage their own feelings appropriately.
- Since the COVID-19 pandemic, the childminder has noticed a negative impact on children's social skills. To fill the gaps in learning, she takes children on regular outings. For example, children visit local attractions and play groups. This helps children to develop their confidence in social interactions.
- The childminder sets out activities focusing on what children need to learn next. For example, she makes edible paint for babies who are reluctant to engage in messy play. This helps them to experience textures and learn about their senses. However, the childminder does not consider how to organise these activities effectively in order to encourage younger children to fully explore.
- The childminder is committed to providing good-quality care for children. She attends regular online training to support her knowledge and professional development. She also networks with other childminders to share ideas for good practice. This allows her to improve her already good knowledge.

- The childminder ensures that children have regular opportunities to sleep. She responds to children's needs in a very calm and nurturing way. For example, she softly soothes young children to settle down to sleep. However, the childminder does not explore ways for children to have free movement when they sleep.
- Parents are complimentary of the childminder. They appreciate that the childminder operates flexibly to meet their childcare needs. Parents welcome the support and guidance from the childminder on eating habits and behaviour. They are happy with the daily communication they receive about their child's day.
- Children enjoy healthy snacks, which are nutritious and well balanced. They learn about oral health as they brush their teeth in the morning. The childminder ensures that children wash their hands before meals. This supports children's understanding of good care practices.
- Children's communication skills are supported. The childminder models new language and vocabulary to children. For example, she describes breadsticks as 'crunchy' as they sit together at snack. Children who speak English as an additional language make good progress in their learning. They visit the library to choose dual-language books. This supports their language skills and extends their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding practice. She can identify where a child may be at risk of harm. She understands the procedures of referrals and who to contact. She completes regular training to keep her knowledge up to date. Regular risk assessments are carried out to ensure children are kept safe. For example, during daily outings, children learn to identify hazards. Furthermore, the childminder ensures that her home is safe and secure, and she is vigilant in her supervision of children.

What does the setting need to do to improve?

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

- strengthen the organisation of activities and consider how to use the available space more effectively to enable babies to explore freely
- review children's sleeping arrangements so that they can move comfortably as they rest.

Setting details

Unique reference number	110865
Local authority	Hampshire
Inspection number	10279871
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	1 to 1
Total number of places	3
Number of children on roll	4
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 1993. She lives in Havant, Hampshire. The childminder offers care throughout the year, Monday to Friday, from 7am to 6pm. She has a recognised early years qualification at level 3.

Information about this inspection

Inspector

Kelli Wiseman

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 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.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that it was having on children's learning.
- The inspector took account of the written views of parents.
- 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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