

# Childminder report

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Inspection date: 14 June 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 and demonstrate that they feel safe in the childminder's home. They are curious learners and are eager to engage in conversation and talk about their interests, ideas and what they are doing. Even the youngest children develop good independence and learn to do things for themselves. For example, they take pride in their achievements and develop good self-care and hygiene practices, such as independently wiping their noses and washing their hands. Younger children proudly say, 'I can do it.'

The childminder provides children with clear boundaries and consistent guidance to support positive behaviour. As a result, children follow instructions and behave well. They are kind to each other and show impeccable manners. The childminder motivates children by offering praise and encouragement, supporting their confidence and well-being. The childminder recognised that some children have not had the same social experiences due to the COVID-19 pandemic. Therefore, she prioritises taking children on outings and regularly meets with other local childminders so that children have the opportunity to mix with larger groups of children.

Children enjoy spending time outside. They have fun in the childminder's garden and develop good physical skills. Children negotiate space using ride-on toys and slide down a small slide. Overall, children make good progress from their starting points and they are prepared for their next stage of learning, including their eventual move on to school.

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

- The childminder provides a fun and welcoming environment. She knows the children well and has devised a curriculum where children of all ages can share their learning and development through inclusive activities. Children are motivated by the activities and show good levels of concentration. For example, the childminder identifies that children enjoy their imaginative play and provides them with a range of baby doll's resources and pretend cooking accessories.
- The childminder focuses on promoting young children's communication and language development. Children are becoming confident communicators. They hear a wide range of vocabulary through narration and songs. They engage in lovely conversations with the childminder and happily chat about their play or home experiences.
- Overall, the childminder understands what the children need to learn. However, she does not make the most of her curriculum focus to plan and sequence learning precisely, particularly to extend learning for older children so they make more rapid progress.

- The childminder supports children's personal, social and emotional development effectively. She sensitively encourages children to play cooperatively with their friends. On occasions when children struggle to share, she supports them to recognise and manage their feelings and emotions and to understand how their actions affect others.
- Children take part in a range of activities to support their fine and gross motor skills. For example, in the garden, they roll balls to knock down skittles and use chunky chalks on the ground to make marks and patterns. This supports children in preparation for early writing.
- Children demonstrate positive attitudes to their learning experiences. However, the childminder does not make the best use of opportunities to support their understanding of the world around them and extend their knowledge of the similarities and differences between themselves and others.
- The childminder works well with parents. She shares information regularly about the children's day. Parents are very complimentary about the support and the activities the childminder provides. They comment that their children very much enjoy attending. Furthermore, parents write that they value the many outings and experiences their children receive. This contributes to the good partnerships the childminder has developed with parents.
- The childminder keeps her professional development up to date. She attends mandatory training and shares practice with other professionals. She recently completed safeguarding and food hygiene training to extend and refresh her knowledge and understanding.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the potential signs and symptoms that may indicate that a child may be at risk of harm, including exposure to extremist views and behaviours. She knows the action to take and who to report her concerns to. The childminder supervises children carefully to keep them safe. Children learn about how to keep themselves safe. For instance, the childminder talks to children about road safety when on outings. Furthermore, the childminder carries out daily checks, particularly when going on outings, to ensure that any potential hazards are minimised. Her training in child protection and paediatric first aid is up to date. The premises are safe and secure. As a result, these measures protect children's well-being and safety.

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

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

- focus the planning and implementation of the curriculum more precisely to ensure that it is ambitious and sequenced and builds on what children know and

can do in order to challenge their thinking and learning even further

- increase opportunities for children to develop their understanding of the world to extend their knowledge of the similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY331893
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10289189
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	15 November 2017

## Information about this early years setting

The childminder registered in 2006. She lives in the South Ham area of Basingstoke, in Hampshire. The childminder operates each weekday, from 8am to 6pm, all year round, with the exception of bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

### 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 setting.
- The childminder took the inspector on a tour of all areas of the premises, to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality of teaching and its impact on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.

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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