

# Childminder report

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Inspection date: 21 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 enjoy spending time with this nurturing childminder. They are keen learners, who enjoy playing independently and with their friends. Children follow the childminder's lead and, frequently, show consideration of each other's needs. Older children react positively, thanking their friends for their kindness, such as when they give each other their named water bottles to take sips of water from.

The childminder encourages children to consider how their own actions may impact on others, such as when they want a toy that another child is playing with. She has noted through her observations and assessments that this is particularly evident for children with limited speech that is not appropriate for their age. In this way, children are supported to learn how to behave appropriately.

The childminder supports children to settle well and places a strong focus on children's happiness. For example, she spends quality time interacting with children to develop their personal and social needs. Children's self-care skills are promoted well, such as when they carefully wash their hands after messy activities and before meals, stating they are 'sparkling clean'. The childminder teaches children about good oral hygiene. Older children understand why toothbrushing is important, saying, 'It's to clean away all the germs.' This supports children's good health and well-being.

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

- The childminder gathers comprehensive information from parents when their children start with her. On the whole, she uses these details to identify children's next steps in learning, and she plans activities that match children's interests. For example, older children enjoy completing number puzzles. They skilfully count the objects on a puzzle piece and connect it to the corresponding number piece. These children accurately name, without counting, the number of items in a small group. This shows that they have good counting skills.
- The childminder helps to support children's early literacy skills effectively. Children develop a keen interest in books and enjoy stories read to them by the childminder. They independently choose and look at their favourite books, clearly enjoying these peaceful moments. Children make sense of the content by closely examining the pictures. They also engage in activities that strengthen their small hand muscles, such as pouring soil into narrow tubes and accurately holding writing tools to make controlled marks. Children recognise that marks carry meaning as they choose picture cards that correspond to songs they are familiar with. They remember many actions, words and tunes as they sing.
- Children smile proudly when the childminder praises them, such as when they competently take on roles of responsibility. Children work together to clean up

after an activity. They use a broom with increasing control, while another holds the dustpan. Children take on each other's ideas, such as looking under the mat to ensure that everything is collected. Children show a clear understanding of the routines in the day.

- The childminder observes and assesses what children know and can do. However, on occasion, when planning adult-led activities, the childminder does not always focus on developing and supporting children's individual learning so that they make the best possible progress. For example, during a planting activity, younger children are not given the freedom to explore the different textures. Older children's language is not consistently extended to learn new words. This means that children do not fully benefit from the experiences available to them.
- The childminder has a sound understanding of how young children learn. She completes all mandatory training such as paediatric first aid and safeguarding. However, she has not fully explored professional development opportunities to support children with special educational needs and/or disabilities (SEND) effectively. For instance, children with emotional needs show times of increasing frustration. This makes other children wary of engaging with them. The childminder acknowledges this as an area for improvement.
- Parents are very happy with the education and care their children receive. They are well informed of their children's progress through face-to-face discussions and an online application. This approach supports parents to continue their children's learning at home by using the childminder's suggestions. Parents comment on their children speaking fondly of their time with the childminder. They are, especially, impressed with children's increased confidence levels and say this has been helped by the children's daily visits to playgroups.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of keeping children safe from harm. She confidently identifies potential signs and symptoms that would cause concern about a child's welfare. This includes the risks associated with the exposure of extremist views and behaviours. The childminder is clear about the action they would take if they had a concern about a child or a member of her household. She carries out regular risk assessments and safety checks, which are effective at ensuring a safe and secure environment for children.

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

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

- enhance planning of adult-led activities that include clear learning intentions for each child to enable them to achieve to the best of their abilities

- develop knowledge and understanding of ways to support children with SEND to meet their individual needs more effectively.

## Setting details

<b>Unique reference number</b>	111599
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10285893
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory 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>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	23 October 2017

## Information about this early years setting

The childminder registered in 1998 and lives in Basingstoke, Hampshire. She operates all year round, from 8am to 5.30pm, Tuesday to Friday. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sonia Panchal

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken this into account in their evaluation of the childminder.
- The childminder showed the inspector around her home and discussed with her what she wants children to learn.
- Children spoke to the inspector during the inspection.
- The inspector took account of parents' written views about the education and care their children receive with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.

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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