

Childminder report

Inspection date: 23 June 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

Children are full of excitement as they arrive at the well-organised, home-from-home setting. They confidently find their own names and attach them on the wall to self-register. The childminder has high expectations of children's behaviour. She and her assistant model effective practice, which helps children learn how to socialise with others. Older children demonstrate high levels of respect for those around them. They welcome politely greet younger children and kindly invite them into their activities. Children feel safe and secure. They demonstrate strong and meaningful bonds with the childminder and her assistant. The attentive childminder meets children's needs without delay. For example, she quickly recognises children's sleep cues and calmly prepares them for bed.

The childminder implements a curriculum that is carefully sequenced and continually builds on children's interests. Children thoroughly enjoy playing with water in the inviting outside play space. The childminder and her assistant work closely with children as they investigate the ways in which they can use different pieces of equipment. For example, children are interested in how to make the boat go quickly down the guttering. They discover they need more water to do this. Children have highly positive attitudes to learning as they excitedly explore.

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

- The childminder knows the children in her care well. She confidently explains children's current stage of development and her intentions for their future learning. The childminder displays children's next steps clearly to support her and her assistant as they plan activities. Children are supported in making good progress.
- Children enjoy imaginative and engaging story time activities. The childminder's assistant draws children into the narrative, using different voices and funny expressions. Children are absorbed and excited. They develop a real love of reading and interest in books and stories.
- The childminder is knowledgeable about what she wants children to know and learn to prepare them for the next stage of education. She supports children in building their knowledge of mathematics through everyday activities, such as counting tea party items and recognising the shapes of different objects.
- Overall, children behave well and are kind and respectful to one another. However, at times, the childminder does not offer children a full explanation as to why they should not do something, such as when they run inside. Children are not fully encouraged to understand the reasons for certain rules and, therefore, do not always follow them.
- The childminder understands the importance of supporting children's language skills. She listens closely as children talk to her and engages in meaningful

conversations with them. When children speak English as an additional language, the childminder and her assistant learn common words from this language to support children in building their vocabulary.

- The childminder frequently engages in training to enhance her professional development. Most recently, she and her assistant completed a course to increase their knowledge of teaching literacy in the early years. The childminder explains that this has increased their understanding of how to enhance the environment to support children's learning further.
- Children practise a range of physical skills and movements. They are supported closely as they run, climb and slide. Children competently use tools, including large tweezers, to help them develop the hand muscles needed for early writing.
- Parents are confident to leave their children in the care of the childminder and her assistant. They explain that their children are always very excited to attend and that they frequently get taken on trips to the farm and different playgroups. Parents receive regular updates about their child's progress, which helps them to support children's learning at home. Partnerships with parents are strong.
- Children enjoy learning about how to look after their teeth. They receive visits from local professionals, and the childminder provides activities where children brush 'food' off the teeth on a picture. Children's personal development is well supported as they begin to learn about leading a healthy lifestyle.
- The childminder offers children plenty of opportunities to do tasks for themselves. They know to wash their hands before mealtimes and confidently take their rubbish to the bin after they have finished their snacks. Children develop good independence skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She carries out rigorous risk assessments for outings away from the setting. The childminder and her assistant complete regular safeguarding training to refresh their knowledge. The childminder can clearly explain the signs and symptoms that might cause her to be concerned that a child has become victim to abuse. She has a sound knowledge of the local authority reporting procedure she must follow in these circumstances. The childminder also fully understands the importance of ensuring that those who live in her home remain suitable.

What does the setting need to do to improve?

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

- improve children's understanding of why instructions and rules are important to help them understand behavioural expectations.

Setting details

Unique reference number	111994
Local authority	Hampshire
Inspection number	10288979
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 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	8 November 2017

Information about this early years setting

The childminder registered in 1994 and lives in Andover, Hampshire. She operates for 48 weeks of the year, Monday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children. She holds an early years qualification at level 4. The childminder works with an assistant.

Information about this inspection

Inspector

Nicola Houston

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 inspector observed the interactions between the childminder, the childminder's assistant and the children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.

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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