

Childminder report

Inspection date: 24 July 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 is warm, friendly and welcoming. She provides a nurturing and well-resourced environment where children can settle quickly and engage in activities. Children demonstrate they feel safe and secure at the childminder's. They are happy and content, which leads to a calm environment. Children behave well and respond to instruction. For example, the childminder reminds children to use 'kind' hands and to share with their friends. She knows the children well and supports their individual needs. This helps to encourage children's personal, social and emotional development.

Children have access to a garden area which allows them to have fresh air and develop their physical skills. The childminder supports this further. For example, she often takes children to a park after the school run to allow for the development of other physical skills such as climbing and running. The childminder recognises that children were not able to socialise due to the COVID-19 pandemic. Therefore, she ensures she takes children outside the setting to help develop social skills. For example, she attends daily toddler groups in the local area so children can meet and interact with other children of different ages. All children make good progress, including those with special educational needs and/or disabilities (SEND).

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

- The childminder focuses on the development of communication and language and uses strategies to support this. For example, she talks to children a lot and repeats words they are trying to say, including colours of resources. The childminder extends this learning further. For example, she reads children books to calm them down. She adapts how she communicates to ensure she includes all children. For example, she has learned sign language, which is especially useful for those children with SEND.
- The childminder plans the learning environment based on children's interests and next steps in their development. She talks to parents when children first start with her to learn more about each child and to establish starting points in their learning. The childminder offers resources based on this. For example, she supports a child's interest in role play by creating a hairdressing salon. However, although the childminder provides regular feedback to parents, she has not fully developed an ongoing two-way exchange of information to also gather feedback from home.
- The childminder focuses on teaching children good manners. She models this behaviour herself. For instance, she ensures she says 'please' and 'thank you' in response to the children handing her toys. The childminder has high expectations for behaviour and reminds children of the rules and boundaries. Children listen to the childminder and play well together.

- The childminder encourages children to look after themselves. She supports children who are toilet training and works in partnership with parents to achieve this. The childminder helps children understand their needs. For instance, she helps children in nappies to use a potty when they recognise they need to. The childminder promotes independence skills in preparation for children's next transition, such as moving on to pre-school and school. For example, she puts children's water bottles within reach so they can self-select them when needed.
- The childminder keeps her early years knowledge up to date, for instance by attending regular training courses. She identifies further training based on the needs of the children in her care. For example, the childminder has completed an autism awareness course to help understand the traits to look out for.
- Parents praise the childminder and say that she is calm and nurturing. They particularly like the activities the childminder organises for children, for example baking cakes and planting pumpkin seeds and potatoes. Parents say their children are always happy to attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She can confidently identify signs of neglect and radicalisation. The childminder can explain the process involved if she has a concern about a child. She has a thorough safeguarding process to refer to when needed. She keeps her knowledge up to date by attending further training, such as face-to-face and online courses. The childminder strives to ensure that the environment is safe and secure for all children.

What does the setting need to do to improve?

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

- strengthen communication with parents to develop a more regular two-way flow of information and feedback.

Setting details

Unique reference number	EY338867
Local authority	Hampshire
Inspection number	10301550
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	6
Number of children on roll	6
Date of previous inspection	10 January 2018

Information about this early years setting

The childminder registered in 2006. She lives in Oakley, near Basingstoke. She holds an appropriate qualification at level 3. The childminder operates all year round from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Lynne Murray

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- 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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