

# Childminder report

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Inspection date: 24 July 2023

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<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 receive a warm greeting when they arrive at the childminder's home. The childminder is kind and caring and forms secure bonds with children. She plans an interesting curriculum full of activities she knows children will enjoy. For instance, children are learning that bees make honey. They know the role of the different types of bees that live in a beehive. Children taste honey and describe it as 'sweet and sticky'.

Children confidently use the role-play resources. They take turns to be the customer and order tea and ice lollies. The childminder uses the opportunity to teach children to take care when handling the toy teapot. Children demonstrate their understanding and remind one another that the teapot may be hot and that they must be careful. They build their small-muscle skills and coordination as they master how to use tweezers. Children match the wooden bee to the correct hole in the beehive. They smile at the childminder and feel a great sense of pride for their achievement.

Children's behaviour is good. The childminder promotes positive behaviour. She values and respects children. The childminder is helping children to learn the importance of being kind to one another and how to resolve conflicts. Children learn about the importance of boundaries and thinking of others.

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

- The childminder is knowledgeable and has many years of experience caring for children. Overall, the childminder uses her observation and assessments effectively and knows what children need to learn next. This helps her to plan activities which support children's good progress. However, at times, activities can be lengthy and complicated. Younger children lose interest easily, as they are not able to extend their learning or master new skills.
- The childminder gently supports children in learning how to take turns and share resources. She uses consistent and clear communication so that children understand the behaviour expectations. Children listen well and follow instructions. Children's behaviour is good.
- The childminder helps children to use knives safely to prepare their own snack. Children know they must keep the knife away from their fingers. Children are gaining a good understanding about which foods are healthy to eat. The childminder places a strong emphasis on helping children to become independent. Older children confidently take care of their own personal needs, and all children readily help to tidy away toys. These experiences help children to prepare for the routines of school.
- Children have many opportunities to enjoy exercise and fresh air. They play in

the garden, which contains an abundance of activities supporting outdoor play. For instance, outside, children use chalks to practise their early writing skills. They climb, balance and play in the outside role-play area. The childminder regularly plans visits to toddler groups, forest school and local play parks. These visits help children to gain experiences to broaden their understanding of the community and the wider world.

- Overall, the childminder works effectively with other professionals. However, this is not implemented consistently well in practice. As a result, some information about children's learning and development is not shared. This does not fully support consistency in their learning and welfare, particularly when moving on to school.
- The childminder completes all mandatory training. She keenly takes part in further training to build on her already good knowledge of child development. For example, recent training is helping her to have a better awareness of how young children learn to speak. The childminder uses this knowledge to develop children's confidence to speak and learn new vocabulary. She speaks clearly and precisely so that children learn correct pronunciation. This helps children to be good and clear communicators.
- Parents are highly complimentary of the childminder. They say they are happy with the communication the childminder provides. Parents receive daily photos and updates informing them of what their children have enjoyed during the day. This helps parents to continue with their children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder attends regular training, which helps her to keep her safeguarding knowledge up to date. She confidently recognises the signs and symptoms that may indicate if a child is at risk of harm. The childminder understands the correct procedures to follow should she have concerns for the welfare of a child. She is also aware of her responsibilities should an allegation be made against her or a member of her household. The childminder minimises the risk of harm to children through robust and regular risk assessments.

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

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

- improve teaching further to ensure younger children's learning needs are consistently planned for, to help them make the best possible progress
- strengthen partnerships with other settings that the children attend to fully share information and further support learning and development.

## Setting details

<b>Unique reference number</b>	110949
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10301571
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	12 January 2018

## Information about this early years setting

The childminder registered in 2000. She lives in Sheet, near Petersfield, Hampshire. The childminder provides care Monday to Friday, from 8am to 6pm, all year round. This is with the exception of bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hazel Farrant

## 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 inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- The inspector talked with parents to seek their views about the childminder. Written comments from parents were also read and considered during the inspection.

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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