

# Childminder report

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Inspection date: 4 September 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 very happy. They laugh and smile during their time with the childminder. The childminder's planning supports all areas of their learning. Children make good progress as they prepare for their next learning journey. For example, they learn to fill moulds with sand, showing the childminder their creations. Younger children concentrate intently on scooping and filling the moulds, encouraged by the childminder to have a go or try again.

Children show positive behaviour. They are keen to help to tidy up, and they look after their resources. They listen to the childminder and follow instructions. Children learn from the childminder, as she models positive interactions. She has high expectations for all children. Children enjoy learning with her. For example, they are excited to learn about flowers and birds in the garden.

Children contentedly nestle in for cuddles with the childminder. The childminder offers reassurance and affection. Children feel safe and secure within her home. Children enjoy singing and stories while they are snuggled next to the childminder. It is clear that they are very content.

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

- The childminder promotes children's communication and language skills. For example, she knows how to tailor her communication for each age group by using simple words and phrases for younger children and more complex language for older ones. Children are learning new vocabulary every day.
- The childminder monitors children's development closely. She ensures that any gaps in learning are swiftly closed. She knows how to seek support for children with special educational needs and/or disabilities.
- The childminder makes accurate assessments about what children have learned and can do. She uses these to identify which areas of learning she needs to focus her teaching on with each child. However, her identified next steps in learning for children are sometimes too broad to enable her to precisely focus her teaching on the specific skills or knowledge children will most benefit from learning next.
- Children learn how to care for themselves. For example, they know to wash their hands after playing in the sandpit or before they eat. This is supported by the childminder, who encourages good hygiene practice. Children learn valuable self-care skills that will support them to keep healthy.
- The childminder encourages children to carry out tasks for themselves. For example, children concentrate intently as they butter their own toast at snack time. Younger children are supported by the childminder to have a go with some help. Children are very independent. They are building their resilience and

concentration.

- The childminder encourages children to make choices. For example, they can choose where they play and what they want to play with. The childminder respects the children's choices. This supports children to feel heard and valued. Children are learning to make confident decisions.
- The childminder knows the children extremely well. This allows her to provide tailored care and learning for each child. Children are making good progress in all areas of their development. However, the childminder was not clear on the need to share information with other settings to support continuity of care.
- The childminder has worked hard to build partnerships with parents. Communication is effective. For example, she shares learning reports with parents. Parents share home life through a scrapbook that details events and outings their family have attended. This enhances children's learning and development.
- The childminder ensures that she updates her knowledge. She attends training to enhance her service. For example, she recently attended communication and language training. She took a course on how children learn through play. This supports the childminder to build her knowledge, which in turn enhances the provision for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has measures in place to keep children safe. For example, visitors are asked to sign in and to not use their phone in the same room as the children. The childminder knows how to raise concerns that a child could be at risk. She knows how to contact the local authority for concerns about adults and children. The childminder has sufficient knowledge on how to safeguard children. For example, she explained the signs and symptoms of abuse. She has knowledge on a variety of safeguarding concerns, such as neglect, online safety, radicalisation and female genital mutilation.

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

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

- identify more precisely what children need to learn next to target teaching more precisely
- review the process for information sharing to further support multi-professional working.

## Setting details

<b>Unique reference number</b>	EY469916
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10280265
<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 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	15 August 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Farnborough, Hampshire. The childminder's provision operates between 8am and 4pm, Monday to Thursday, during term time.

## Information about this inspection

**Inspector**  
Nicole Odell

## 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 provider and has taken that into account in their evaluation of the provider.
- 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, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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