

Childminder report

Inspection date:

25 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

The childminder is incredibly warm and engaging, which helps children to develop close bonds with her. Children are happy and feel secure. For example, they sit with the childminder on the floor to play and have meaningful discussions. This helps children to build warm relationships. Children understand what is expected of them. The childminder skilfully and sensitively helps children who sometimes struggle to share. She guides children and explains why they must sometimes wait their turn.

The childminder carefully plans her activities to spark curiosity. Overall, these help support children's next steps in learning. Children enthusiastically join in with actions and words from their favourite nursery rhymes and have a can-do attitude to learning. They are motivated to keep trying when they find things difficult. Children develop good hand-to-eye coordination and learn to use tools, such as scissors, correctly. This helps to build the muscles in their hands that they need for early writing. The childminder provides a wide range of activities that are carefully placed at children's level. This promotes their independence and self-awareness. Children enjoy regular outings that help develop their creativity and knowledge of the world. They concentrate well and have opportunities to solve problems, such as which musical instrument makes a high or low sound. This contributes to children making good progress in their learning and development.

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

- The childminder has a good knowledge of child development. She networks with other childminders to build on her skills and knowledge. The childminder is ambitious in her practice. She has developed a broad and balanced curriculum. Planned activities support children's interests and learning needs. Children receive encouragement to persevere and concentrate on tasks. However, the childminder's teaching could be more sharply focused during activities, to raise the quality of children's learning to the highest level.
- Children's communication, language and literacy development is supported well. The childminder models clear words with children and repeats any incorrectly pronounced words. Children listen carefully to stories with the childminder. She uses enthusiastic tones of voice and encourages children to recall events to check their learning.
- Children develop their small muscles as they use rolling pins and cutters to make shapes in play dough. They giggle and shriek with delight as they use their large muscles to copy actions to songs. Children are physically active, with the childminder's support.
- Parents are complimentary about the care and education their children receive. The childminder shares regular communication about children's development.

Parents comment about how their children enjoy their time with the childminder. The childminder also shares regular ongoing assessments with parents; for example, the developmental check between the ages of two and three years old.

- Children are developing positive attitudes to their learning. They are involved in keeping their environment tidy and safe. For example, they are eager to tidy away the dinosaurs before they read stories. They are motivated by the consistent praise and recognition they receive as the childminder acknowledges their achievements.
- The childminder creates good opportunities for children to access their local community to develop their social skills with other people. She takes children on regular outings to playgroups to mix with children of a similar age. She takes them on visits to the library to develop a love of books and local parks to play games.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of how to keep children safe from harm. She knows what to do if she has a concern about a child. The childminder ensures that she keeps her safeguarding training up to date. The childminder knows the correct procedure to follow should an allegation be made against her or a member of her household. Regular risk assessments and daily checks take place to make sure children play in a safe environment, and they are supervised well.

What does the setting need to do to improve?

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

- implement the curriculum intent more sharply to build on what children already know and raise the quality of education to a higher level.

Setting details

Unique reference number	EY365349
Local authority	Hampshire
Inspection number	10297090
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	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 May 2023

Information about this early years setting

The childminder registered in 2008. She lives in Aldershot, Hampshire. The childminder offers her service from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.

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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