

# Childminder report

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Inspection date:

7 November 2023

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and nurturing environment. She spends time getting to know children well and offers them a wide range of resources that follow their interests. Children have strong relationships with the childminder and are happy in her care. They are keen to engage in activities on arrival at the setting and demonstrate they feel safe and secure. For example, children show good imagination as they enthusiastically engage in pretend play with their friends. Babies develop strength in their arms and legs as they pull themselves up into the standing position and confidently cruise around low-level furniture.

The childminder supports children's developing independence skills well. For instance, children help to tidy away toys ready for their snack. They show high levels of determination and pride in their achievements when they successfully put on their shoes ready for outdoor play. This supports school readiness. The childminder consistently praises children for their accomplishments, which boosts their confidence and self-esteem.

The childminder is a good role model. She gives clear explanations to children, which helps them to understand the expectations for their behaviour. All children are polite and show good manners. They use words such as 'please' and 'thank you' as they engage in activities alongside their peers.

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

- The childminder has a good understanding of how children learn. She assesses children's learning accurately and plans a curriculum that focuses on their learning needs. For instance, children build on the muscles in their hands and fingers as they carefully transport glue using tools for a purpose. They show good hand-eye coordination as they pick up and stick their chosen materials onto their picture. All children make good progress in their learning and development.
- The childminder supports children's communication and language skills well. For example, she engages children in discussion and allows them time to think and respond to questions. She helps them to learn new vocabulary and introduces new words in context, such as 'sticky'.
- The childminder seeks detailed information from parents on their children's abilities when they first start, which helps to inform her initial assessments. She continues to keep parents well informed about their children's progress, and offers them guidance and support to help them continue learning in the home. This supports continuity in children's ongoing development. Parents comment positively on the care and education their children receive.
- The childminder is committed to improving the quality of her provision. She

seeks the views of children and parents to reflect on her setting. She has recently completed a higher-level qualification and incorporates her new skills, knowledge and initiatives into her practice well.

- Children have many opportunities to explore their local community. For instance, they enjoy outings, such as to parks and local farms. They visit local ponds to feed the ducks and learn how to stay safe around water.
- Children enjoy fresh air daily. They practise catching balls in the garden and learn how to take safe risks as they climb up apparatus, such as slides. However, the childminder does not always consider how to build on learning opportunities as they arise to help young children develop an understanding of the benefits of healthy eating and leading a healthy lifestyle.
- Children behave well. The childminder sensitively teaches them how to manage their emotions as they take part in their activities. She talks to children about how they are feeling and manages small disputes well.
- The childminder introduces mathematical concepts as children engage in their daily activities. For example, she encourages them to think about shape and number as they engage in construction play.
- Children enjoy learning about nature. For example, babies explore and investigate the texture of grass. Older children dig in the soil and show an interest in the snails and stones that they find. They take pleasure in pouring rain water from watering cans and investigate the patterns and marks they make.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and is confident and secure in her safeguarding knowledge. She can recognise a wide range of signs and symptoms of abuse, including risks associated with radicalisation. The childminder understands her responsibility to report any safeguarding concerns about the children she looks after and where to report her concerns. She has rigorous risk assessments in place to ensure that children are safe from harm while in her care.

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

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

- consider more closely how to build on learning opportunities as they arise to help young children develop an understanding of the benefits of healthy eating and leading a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY299924
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10308171
<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>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	6 March 2018

## Information about this early years setting

The childminder registered in 2005. She lives in Aldershot, Hampshire. The childminder operates Monday to Friday, from 7.30am to 6pm, for most of the year. She holds a level 6 childcare qualification. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Franks

### 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 took account of the views of parents and carers through written testimonials.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed children during activities and completed a follow-up discussion with the childminder about children's learning and development.
- The inspector spoke to children at appropriate times throughout 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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