

Childminder report

Inspection date: 25 January 2024

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

Children are happy, settled and show high levels of emotional well-being. The warm and welcoming childminder provides an inclusive environment for all children and ensures that their individual needs are met. Children make good progress from their starting points. They are inquisitive, and they actively explore, investigate and learn how things work within the safe and well-resourced environment.

The childminder supports children's communication and language skills well. She makes good use of her conversations with children to help extend their vocabulary. For example, as children play with cereal, she uses words such as 'crunchy' to describe the sound the cereal makes. Children happily talk about what they are doing and repeat the words and phrases they hear from the childminder.

Children behave well and demonstrate a positive attitude to learning. The childminder provides a good range of interesting and unusual activities to encourage them to become involved and motivated to learn. For example, she hides coloured objects and encourages children to find these and place them in the corresponding coloured pots. Children maintain high levels of focus and concentration.

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

- Teaching is good. The childminder uses effective teaching strategies, such as questioning, to identify any misunderstandings in children's existing knowledge. She uses this information to extend what children already know. For instance, as children engage in colour-matching activities, she asks them to name the colours and corrects them when needed.
- The childminder knows the children in her care well, including their likes, dislikes and individual characteristics. She uses regular assessments to check that children are progressing well and plan for their next steps. However, when planning some activities, the childminder does not fully consider the stages that children go through as they develop their counting skills. As a result, some activities are too challenging for children's stage of development.
- The childminder has high expectations of children's behaviour and conduct. She teaches them effectively about boundaries in the setting, such as being kind to others and using good manners.
- Children are keen to engage with the childminder and take part in activities. They successfully develop the skills they need for the future. For example, they confidently complete tasks independently, have good social skills and demonstrate confidence in speaking and listening.
- Children are encouraged to lead active and healthy lifestyles. The childminder provides them with lots of outdoor physical play opportunities. For example,

visits to the park and woods, where they learn to balance on different equipment and splash in puddles. The childminder works closely with parents to encourage a consistently positive approach to oral health. For instance, she provides parents with information on how to protect their children's teeth and encourages them to complete teeth-cleaning charts with their child.

- The childminder encourages children to develop their early language and literacy skills through positive experiences. For example, she takes them on weekly visits to the library for music and song time sessions. Children also borrow books to take home to read with parents at bedtime. These positive experiences help children to develop a love of books.
- Partnerships with parents are highly successful. The childminder gains a wealth of information from them about their children and uses this effectively to help children settle seamlessly from their homes to hers. She works closely with parents and provides ideas about how children's learning can be supported at home. Parents speak highly of the childminder and the good progress their children have made since being in her care.
- The childminder is highly effective in reflecting on her practice during her interactions with children. She recognises when activities can be extended and adapts them in response to children's interests. For example, she provides additional resources to encourage children to continue to develop their focus and enjoyment.
- The experienced childminder is committed to her ongoing professional development. She has completed a vast range of online courses to help develop her existing knowledge and skills. For instance, training on autism awareness has helped her to understand how to support children with autistic spectrum disorder.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance curriculum planning to ensure that activities are more finely tuned to suit the stage of learning for individual children.

Setting details

Unique reference number	110999
Local authority	Hampshire
Inspection number	10317292
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 1997. She lives in Yateley, Hampshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Thursday. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through written feedback that was provided.
- The inspector asked the childminder questions during the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.

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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