

Childminder report

Inspection date: 30 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

The childminder creates and maintains a safe environment for children to play and learn. Children are very happy in the care of the childminder. They develop close bonds with both the childminder and their peers. The childminder has high expectations for children's behaviour. She promotes a positive, respectful environment with encouragement and praise for acts of kindness. Children learn how to be caring and courteous as they develop good social skills. Older children are kind and considerate of younger children's needs. For instance, pre-schoolers gently stroke babies' hands as they soothe them. Children's behaviour is good.

The childminder plans and provides a good range of activities which children readily take part in. When learning is more challenging, the childminder helps children to keep on trying, to enable them to successfully master new skills. For instance, as children create penguins, they practise using scissors. The childminder helps them to become confident in snipping paper. The childminder supports children to be confident and articulate communicators. For example, pre-schoolers talk about where they are putting the feet and wings on their penguin. They learn that penguins have beaks as the childminder introduces and explains this new word to them. All children make good progress in their learning and develop skills that prepare them well for school.

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

- The childminder is proactive in keeping her skills and knowledge up to date. Since her last inspection, she has made good use of training to develop her understanding of promoting children's behaviours and social skills. She uses strategies to successfully build on this area of children's learning. For instance, children have time to think about how they feel and to share this with their friends, so that they are all able to play with what interests them and join in. Children develop good emotional intelligence to support them well for future learning.
- Children benefit from good opportunities to build on their independence. The childminder recognises the benefits of children learning to manage some age-appropriate tasks, supporting this well. For instance, babies learn how to feed themselves finger foods and hold their water cup to drink from confidently. Older children put on and fasten shoes as they get ready to go outdoors. The childminder encourages and praises children as they take great pride in their growing independence.
- The childminder is qualified and highly experienced. She uses her knowledge of how children learn and develop to identify their unique interests, strengths and areas for further development. She weaves this information into her theme-based curriculum. The childminder provides inviting activities to support

children's progress. However, sometimes, children's planned next steps in learning are too broad, particularly around their mathematical development. At times, the links between what children need to learn and the delivery of activities are not fully tailored to support older and most-able children to make the best possible progress.

- Children develop good physical skills. They enjoy active play, including riding push-along bicycles outdoors and bouncing on the trampette. Babies develop their confidence in learning to stand and navigate their way around to reach toys and resources. The childminder watches closely to promote their safety, encouraging and supporting their growing curiosity. Pre-schoolers develop good hand-eye coordination skills. For example, the childminder teaches them how to squeeze bottles of glue into pots. She offers paintbrushes to help children learn to transfer glue to their paper, spreading this in different directions as they gain good control of the small-muscle skills in their hands and fingers.
- Partnerships with parents are good. The childminder shares children's daily activities, care routines and overall progress with parents regularly. Parents say that the childminder is caring and professional in her care of their children. The childminder works well with parents to share information. However, she recognises that there is more she can do to promote consistency in sharing information with other early years settings that children attend, to help promote continuity in their learning and development.

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:

- develop clearer links between what children need to learn and the delivery of activities, to shape these to the individual learning needs of each child
- work more closely with all other early years settings that children attend, to improve the continuity and support for children's learning experiences.

Setting details

Unique reference number	111403
Local authority	Hampshire
Inspection number	10312255
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 1988 and lives in Yateley, Hampshire. The childminder provides care for children Monday to Friday from 7.30am to 5pm, for most of the year. The childminder holds an appropriate qualification at level 3. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector
Tara Naylor

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on 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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