

# Childminder report

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Inspection date: 20 February 2024

<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 happy, confident and safe at this warm and welcoming setting. The childminder aims to provide a home-from-home feel for the children in her care. The playroom learning environment is exciting and stimulates children's senses. The childminder's curriculum provides excellent first-hand experiences to help children learn about the natural world. For example, children regularly explore the childminder's garden. They help to dig the soil for planting, independently choosing their favourite seeds before putting them into pots, ready for spring.

The childminder interacts positively with the children and engages them well in activities. She understands the importance of developing children's concentration and listening skills, such as through reading books or daily discussions. She has a love of literacy and ensures that children have access to a range of stories and factual books. This helps children to progress well and become ready for the next stage in their learning.

Children are happy and settled in the setting. The childminder knows the children and their families well, which contributes to strong, positive relationships. The childminder has a very caring and calm nature. She ensures that children's emotional needs are met and offers reassurance when needed. The childminder responds sensitively and makes time for the children, ensuring that they have opportunities to share their own thoughts and feelings about the world around them. This enhances the strong bonds between the childminder and the children and positively promotes children's self-esteem.

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

- The childminder places high value on her professional development. She accesses a range of online training and webinars to further her knowledge and skills. The childminder links with other local childminders to share good practice and experiences. This helps her to provide children with a good quality of education.
- The childminder has a strong focus on mathematical development. Counting, sorting and measuring activities, such as using a toy measuring tape, are effortlessly woven into the day. For example, as children spontaneously measure each other, the childminder introduces words such as 'tallest' and 'shortest'. Children excitedly work out their height order and make good attempts at identifying the large numbers they see on the measuring tape.
- The childminder has a clear curriculum intent. She plans experiences that incorporate the seven areas of learning and development. The childminder considers how she can sequence her curriculum to support children to build on what they already know and can do and make consistently good levels of

progress in their learning. However, on occasion, some adult-led creative experiences do not precisely reflect children's age and stage of development. At these times, some children get frustrated and lose interest and do not get the most from the activity.

- Children have access to a wide range of physical activities. They enjoy spending time in the garden, whatever the weather, and walk to school each day. Children's gross motor skills develop well. They enjoy visiting local parks, libraries, playgroups and the zoo. The childminder considers how and where to provide different experiences for children, helping them learn through memorable and enjoyable outings.
- Children benefit from the childminder's support to help them learn about life cycles and nature as they continue to watch their Halloween pumpkin decay. Children excitedly tell visitors all about 'Jack' as they show the inspector photos of their pumpkin, recalling when they put it in the box. They use an interesting range of vocabulary, such as 'decompose', 'humid' and 'mouldy', as they accurately describe what is happening to the pumpkin. Children are keen to point out and count the new shoots that have grown from the seeds.
- Children learn to carry out tasks for themselves, such as putting on their coat and wellies, which helps to encourage their independence. The childminder helps them understand the routines and expectations, including those that promote their safety. For example, she offers gentle reminders to sit down to eat and drink. Children respond positively to her encouragement and wait until their friends have finished before getting down from the table. Children follow the childminder's good hygiene routines, such as washing their hands at appropriate times.
- Partnerships with parents are good. Parents comment on the childminder's warm interactions, flexibility and close attention paid to children's individual needs. Parents are also pleased with the progress that children are making, particularly with regards to being ready for the transition to school.

## 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:**

- tailor activities to further develop creativity and imagination, and support the individual learning needs of children more effectively, specifically during whole-group activities.

## Setting details

<b>Unique reference number</b>	EY497137
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10308581
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	19 March 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Denmead, Hampshire. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder is eligible to provide funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Nina Lambkin

## 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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder discussed how she organises her early years provision, including the aims and rationale for her curriculum.
- Children communicated with the inspector, and parents shared their written views of the childminder's setting.
- The inspector observed the quality of education being provided, inside and outdoors, and assessed the impact on children's learning.
- A leadership and management discussion was held with the childminder. The inspector looked at her paediatric first-aid certificate and checked documentation relating to the suitability of people living on the premises. The inspector spoke with the childminder and discussed her safeguarding knowledge.

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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