

Childminder report

Inspection date: 28 February 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

Young children appear to feel safe and secure when they confidently move around the play area to access the toys laid out for them. The childminder knows the children in her care well. For example, when babies attempt to pull themselves up, she provides supportive hands to help them stand. She provides a broad curriculum to meet their needs, including opportunities to visit places of interest.

Babies giggle with delight as they splash their fingers in the cornflour mixture. They cover themselves and others in tiny white spots of powder. The childminder persuades children who are less keen to investigate the mixture. She offers reassurance and encouragement as they touch the substance for the first time.

The childminder communicates well with the children. She places a strong focus on their happiness by responding to their needs. Young children snuggle in to look at books and together they view the pictures. The childminder introduces new language such as 'big' and 'snappy' as they talk about the crocodile's teeth. The childminder is a good role model and has high expectations for children's behaviour. She talks with the children about looking after the books and resources. As a result, children show a secure understanding of manners, and they behave well.

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

- The childminder takes the children on outings to the local parks and beach. They attend local toddler groups, which help to encourage socialisation, and soft-play areas to develop their physical skills. Children benefit from the opportunity to access the outdoors for fresh air and exercise. They learn about the community in which they live, which helps give them a sense of belonging.
- The childminder understands the importance of forming partnerships with other pre-schools that children attend. This helps to ensure that together they meet the children's needs and interests. The childminder talks about the importance of getting children ready for school and encourages children's independence from an early age.
- The childminder supports children's cleanliness well and wipes children's noses when needed. She washes young children's hands before mealtimes, and they sit well at the table when they eat their lunch. This helps to encourage good hygiene routines and personal development.
- The childminder provides a curriculum that builds on what children know and can do. When children start, she asks parents about their development. She uses this information as a starting point. This helps her plan opportunities and experiences to help children learn. Some of the next developmental steps are too broad and not as precise as they could be to ensure that children make the

best possible progress. On the whole, most children, including those with English as an additional language, make good progress from their starting points.

- The childminder keeps her knowledge and skills updated through reading new documentation. She is actively involved in local groups, organising activities for children and their childminders. She has recently attended child protection training. This helps to ensure that her practice remains current.
- The childminder fosters children's independence well. For example, she encourages children to choose their own toys from the available resources and to feed themselves at mealtimes. The childminder provides support and reassurance when required.
- Children display positive attitudes towards learning, such as when they explore the hammer and peg toy. They focus intently as they bang the pegs into the bench. When complete, they confidently turn it over to make a seat and smile with satisfaction as they sit down. The childminder provides lots of praise on their creativity.
- The childminder works effectively with parents to follow children's individual routines from home. She interacts affectionately with children during nappy changing and bottle feeding. The childminder places them down carefully to sleep. She provides regular feedback to parents about the progress their children make. She completes two-year progress checks and understands the referral process.

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 teaching strategies to develop and extend children's specific learning and development.

Setting details

Unique reference number	110832
Local authority	Hampshire
Inspection number	10317222
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 May 2018

Information about this early years setting

The childminder registered in 2000. She lives in Gosport, Hampshire. The childminder operates all year round, from 6.30am to 5.30pm, Monday to Wednesday. She provides funded early education for two-, three- and four-year-old children. The childminder holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Lindsay Osman

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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