

Childminder report

Inspection date: 29 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

Children are happy and settled in this warm and homely environment. They develop close bonds with the childminder, who provides cuddles and affection to ensure children feel safe and secure. Children are confident and polite. They display good behaviour to one another and the childminder.

Children show they are confident in the care of the childminder. They play cooperatively as they explore the interesting range of resources provided by the childminder. Children freely choose what to play with and where to play. They know the high expectations the childminder has for their behaviour. For example, children help to tidy away the toys when they have finished with them. They value the praise given to them by the childminder, who supports their self-esteem well.

Children show good independence skills. The childminder encourages children to try to solve problems themselves before stepping in to help. For example, children concentrate well and show determination as they find the end of some sticky tape. They peel some tape off confidently and show excitement as they stick their pictures to the wall. Children enjoy activities that support their developing mathematical skills. For instance, they compare the lengths of breadsticks. They chat together as they talk about who has the biggest or shortest breadstick.

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

- The childminder creates an engaging curriculum based around children's interests. She has a positive understanding of child development and uses the curriculum to build and extend what children already know and can do. The childminder uses assessments of children's development to inform her curriculum and planning. She focuses on the skills which children will need to progress in their next stage of their learning, such as promoting their independence.
- The childminder is passionate about providing good quality care to children. She seeks out training opportunities to support her knowledge of children's development. For example, she has attended recent training on promoting children's communication. This has helped the childminder to think about different ways to communicate with children. The childminder introduces new words to children, such as 'industrious'. The childminder regularly evaluates her practice. However, she recognises the potential scope to build further on children's understanding of differences between themselves and others.
- Children develop their imagination and creativity alongside the development of their small physical skills. For instance, they explore as they experiment different ways of drawing characters from a favourite film, Ghostbusters. The childminder is skilled at knowing when to step in to extend children's enjoyment. For

instance, she joins in with this activity, much to the delight of the children. The childminder and the children laugh together, demonstrating good relationships.

- The childminder skilfully supports children with special educational needs and/or disabilities. She is confident to identify when children may need extra support with their development. The childminder works closely with parents and the local authority. The use of targeted support plans helps children make good progress.
- Children have many opportunities to learn about the world around them. They excitedly chat about the building of a local park. Children display good imagination skills as they mimic builders to build their own park. They work together and pass one another wooden bricks. Children enjoy trips to museums and toddler groups, affectionately referred to as 'toast toddlers' by the children. This enables children to see others and develop their social skills.
- The childminder supports children to develop their own ideas for play. For example, children make a pretend potion and encourage the childminder to drink it. Children laugh as she does so and tell her that she is now a frog. The childminder starts to make frog like noises, causing children to giggle with delight.
- The childminder has good relationships with parents. She shares information through daily discussions and over text messages. The childminder gets to know the families well and builds positive and supportive relationships with them. She uses information from parents to effectively plan targeted activities for children. Parents speak highly of the childminder and talk of their children's 'ever-lasting bond' with her. The childminder sends parents ideas and information to help them support their children at home.

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 further the support for children to understand and respect differences between themselves and others.

Setting details

Unique reference number	113322
Local authority	Hampshire
Inspection number	10317275
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	3 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 1991 and lives in Gosport, Hampshire. The childminder provides care for children Monday to Friday from 7.30am to 5.30pm, term time only. 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

Clare Leake

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 discussed the early years curriculum with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector via written testimonials.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The childminder provided the inspector with a sample of key documents.

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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