

Childminder report

Inspection date: 7 March 2024

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| 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 relaxed in this warm and homely environment. They feel comfortable with the childminder and benefit from her experience and passion. Children display good relationships towards the childminder and each other. They seek out their friends and invite them into their play. The childminder provides children with lots of praise, reassurance and cuddles throughout the day. This helps to build children's self-esteem and confidence.

The childminder is a positive role model and has high expectations for children's behaviour. For example, she gently reminds them of the need to tidy away the outdoor toys before having lunch. Children respond promptly and eagerly help to tidy up before going indoors. The childminder praises their efforts and children respond warmly by smiling, demonstrating respectful relationships.

Children show good independence skills. For instance, children walk to the bathroom to wash and dry their own hands before eating. The childminder reminds them of the need to wash away any germs. Children carefully sit up at the table to help to cut up fruit for snack time. They eagerly chop up strawberries and put the tops of them to the side. They show excitement as they talk about how they will feed the strawberry tops to the childminder's guinea pigs.

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

- The childminder uses her knowledge of child development to plan a curriculum that enables children to meet their full potential. She provides a range of enticing learning experiences and adapts them to reflect the different interests and abilities of children. For example, children use a range of construction vehicles to move different materials, such as wood and stones, from one area to another. The childminder supports children's language and communication skills well. For instance, she encourages children to name the different vehicles. Children have a go at naming the vehicles and the childminder praises their efforts before repeating the vehicle names, modelling the correct pronunciation.
- Children have fun and engage well during activities with the childminder. They demonstrate good concentration skills as they make 'leaf soup' in the garden. Children carefully select leaves to use and scoop them up with a spoon. The childminder skilfully steps in to encourage children's thinking skills. For example, she suggests ingredients children could add to the soup. Overall, the childminder provides effective interactions with children. However, at times, the childminder does not explain safety rules sufficiently to children, such as the safest place to play. This does not fully support their understanding about how to keep themselves and others safe.
- The childminder attends regular training and uses the knowledge gained to help

improve outcomes for children. For instance, she has attended recent training on developing children's speech and language. This has helped the childminder to think about different ways to promote children's communication skills.

- Children have many opportunities to learn about the world around them. They show excitement as they spot a plane flying over the garden. Children display good imagination skills as they think about where the plane may be flying to. The childminder asks children to recall whether they have been on a plane before. Children enjoy trips to parks and garden centres, where they show particular interest in watching the fish swimming around.
- The childminder builds on children's mathematical understanding effectively. For example, children count stones as they put them into a pretend cement mixer. The childminder encourages and praises children's counting skills. She also asks children to compare the sizes of stones, asking which is bigger or smaller.
- Children are well behaved. They work well together as they lay the table, ready for lunch. Children look at one another and smile as they proudly select their favourite-coloured plates and cups.
- Partnerships with parents are good. The childminder 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 how their children have thrived in her care. The childminder works with parents to help them support their children with tasks such as potty training.

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:

- embed children's understanding further about how to keep themselves and others safe.

Setting details

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| Unique reference number | EY498728 |
| Local authority | Hampshire |
| Inspection number | 10317251 |
| 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 11 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 10 May 2018 |

Information about this early years setting

The childminder registered in 2016 and lives in Church Crookham, Hampshire. The childminder provides care for children Monday to Thursday from 8am to 6pm, for most of the year. The childminder holds qualified teacher status.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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