

# Childminder report

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Inspection date: 13 March 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 enjoy their time at their childminder's setting and show a strong sense of belonging. They are well cared for and enjoy taking part in a wide range of activities that reflect their interest well.

The childminder is committed to helping children achieve their very best. There is a good balance between children's self-chosen play and planned activities, which very successfully supports children to learn at their own pace. Children rise to the childminder's high expectations of them. They listen well and join in activities with a determination and keenness to learn more. The childminder seamlessly weaves in support for children's individual learning, through spontaneous activities. For example, she teaches children mathematical language, such as 'whole' and 'half', as they make patterns in paint with vegetables.

Children learn to take turns, share and work together. They are caring and respectful towards others and relish playing together. The childminder provides good support when the occasional disagreement occurs. For example, she helps children to talk through their feelings about the incident and encourages them to find their own solution. Good manners are promoted, and children show an eagerness to tidy away toys and be included as helpers in daily tasks.

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

- Overall, the childminder organises her setting well. She provides consistently good care and ensures that children are kept safe. At times, the good support for older children's learning is not extended as well to younger children. Despite this, young children enjoy the activities on offer and join in where they can. Additionally, the childminder was unaware of the requirement to share information with Ofsted regarding changes in the setting. On this occasion, Ofsted does not intend to take any action as the impact is minimal.
- Children enjoy an ambitious curriculum that meets older children's individual needs very precisely. The childminder very accurately assesses children's learning. She is expert in checking what children know and in helping them practise this, before introducing new ideas to extend their learning. Children make particularly good progress in their communication and are very independent. They acquire a wide range of skills in readiness for their move to the next stage in their education.
- The childminder's support for children's developing language skills is a key strength of the provision. She provides ample opportunities for children to build confidence in communicating their needs. For example, the childminder sensitively helps children with the pronunciation of words they find difficult. She ensures that children have ample opportunities to engage in singing and rhyme

times and story times to build their confidence further.

- Children develop a good awareness of their place in the community. The childminder promotes respectful discussions around different cultures and beliefs, which prepares children well for life in modern Britain. Children learn about democracy and have ample opportunities to share their opinions, which are genuinely considered and acted on. For example, they make choices about the colour of paint they prefer and also vote for favourite choices at lunchtime.
- Children's good health is promoted well overall. They benefit from a range of home-cooked meals, with firm favourites being quesadilla and fruit salad. The childminder supports children's understanding of keeping themselves healthy, for example through familiar routines that support handwashing before mealtimes and keeping hydrated. Children's knowledge of the wider world is enriched through trips into the community and further afield, such as the beach or a wildlife park.
- The childminder shows a strong commitment to ongoing professional development. She uses training to good effect to improve the quality of children's experiences. For example, the childminder has adapted the resources on offer so that they better reflect what she wants children to learn as they play. Additionally, the childminder ensures that her interactions are now focused on helping children to work out things for themselves, rather than through her suggestions. This has proven very successful in supporting children to sustain their concentration and build their resilience.
- The childminder promotes effective working partnerships with parents and others. Parents are unanimous in their very positive feedback, including around the quality of the service and the good progress their children make. The childminder works very successfully with other childcare providers when children share their care between two settings. She ensures a productive exchange of information to provide consistency for children's learning.

## 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:**

- focus more precisely on supporting younger children so that activities and learning opportunities reflect their learning needs.

## Setting details

<b>Unique reference number</b>	110911
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10317223
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	3 May 2018

## Information about this early years setting

The childminder registered in 1997 and lives in Chineham, Basingstoke, Hampshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melissa Cox

### 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 and the inspector had a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- Children spoke with the inspector during the inspection and shared their views.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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