

# Childminder report

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Inspection date: 27 June 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**

The childminder remains dedicated to her role in providing high-quality care for children. Children display strong bonds with the childminder, who is very patient and kind. The childminder has high expectations for children's development and provides a well-planned curriculum. Children are very happy and enthusiastic learners. The childminder praises children for their efforts and this helps them to develop a firm sense of belonging and strong self-esteem.

Children are respected and valued. The childminder consistently speaks about what is happening to involve them in their own self-care, for example, when she is changing their nappy or they need to wash their hands. Children are given higher levels of responsibility to build on their resilience. For example, they collect the plates and cups for snack time from easy-to-reach cupboards. This helps children to quickly develop skills for their future learning.

Children behave well. The childminder helps them to manage their own emotions and develop the skills to start to recognise the needs of others. She places an importance on children learning about the community and the wider world around them. Children attend a weekly toddler group and take regular walks in the surrounding areas where they have the freedom to explore in their play and learning.

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

- The childminder has worked well towards meeting the recommendations set at the last inspection. She now uses self-evaluation effectively to continuously improve areas of her provision and gathers the views of parents and the children to help to inform areas for change. The childminder plans well for professional development opportunities to improve her knowledge. For instance, she actively uses practice gained from attending a sign language course to support the communication of younger children.
- Children make good progress. The childminder observes their development to quickly identify potential gaps in their learning and add further challenge. This helps to ensure that children receive additional help if required and reach their fullest potential. The childminder has established good partnerships with other settings that the children attend to share information. This helps to provide children with a joined-up approach towards their future development and progress.
- The childminder builds strong partnerships with parents and fully involves them in the progress their children make. Parents are very complimentary and talk of the 'exceptional' care the childminder provides. They welcome suggestions the childminder provides to help children continue to thrive when at home.

- Children are supported to develop good levels of communication and speech. The childminder is skilled at introducing new words to build on children's exposure to rich language opportunities. For example, she encourages lots of conversations that prompt children to start to use their own increasing range of words. Children have access to a wide range of books to help them to build a love of stories. The childminder helps the children to use chalks to make patterns and shapes and this helps them to start to understand that written words hold meaning.
- The childminder plans for children's learning through her knowledge of their likes and growing abilities. She ensures that the resources that fascinate children, such as dolls and water play, are available in the learning environments. However, at times, the childminder does not consider how to support children to concentrate for longer periods and practise their new skills effectively. For example, sometimes children are overwhelmed by the choices available and move quickly between activities.
- Children are using simple mathematics in their everyday play. For instance, they fill up different-sized containers with water and use their spatial awareness as they move around the large garden area on the bikes. This helps children to learn about estimation and distance and also supports their physical development. Children are learning to manage simple risks and solve problems they encounter. For instance, younger children are able to confidently navigate the steps to the garden area independently.
- The childminder encourages children to find their own solutions to build on their understanding. For example, as children build a den with large blocks, the childminder asks them what they can do to make the structure more stable so it does not fall over. This helps children to develop positive attitudes in their 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:**

- strengthen support for children to build on the skills they are learning and concentrate for longer periods.

## Setting details

<b>Unique reference number</b>	112750
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10346912
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	14 August 2018

## Information about this early years setting

The childminder registered in 1999 and lives in Whitehill, near Bordon, Hampshire. She provides care from 8am to 5.30pm on Monday to Thursday, all year round. The childminder holds an appropriate early years qualification at level 3 and can provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gwendolyn Andrews

## 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 her evaluation of the childminder.
- The childminder talked to the inspector about her early years curriculum and what she wants the children to learn.
- The inspector observed the interactions of the childminder and the children and the impact the teaching has on their learning and development. The inspector took account of the written views of parents as part of the inspection.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed the childminder's professional development, how she evaluates her provision and the current areas identified for improvement. A range of documents were sampled, including suitability checks.

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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