

Childminder report

Inspection date: 31 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children confidently leave their parents and carers at the door. They are eager to explore what the childminder provides at her home-from-home setting. Children clearly show they feel safe and secure in the childminder's care. Older children chat to her about their morning so far and share their news enthusiastically. Younger children climb on the childminder's knee for a cuddle and snuggle in close. The childminder is warm and attentive, listening with care to each child and responding positively. This helps them to feel valued. The childminder supports children's emotional well-being very effectively.

Children benefit from a childminder who knows them well and knows how to support their learning. She plans a curriculum that helps to prepare children to move on to the next stage in their education. For example, the childminder supports and encourages them to become independent and confident. Children show they enjoy the opportunity to practise skills such as pouring their own drinks. They are self-motivated and keen learners.

The childminder is a positive role model for children. She supports them to understand when and how to use good manners. Children listen and respond to the childminder. For instance, when she asks children to tidy away resources, they return to the table and help. Children show positive attitudes and behave well.

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

- The childminder carefully plans for children's learning and monitors the progress they make. She knows what children like to do and how to engage them in their learning, such as by using their current interests. Younger children like to fill and empty pots. The childminder makes sure she has these resources readily available for children to explore. They are interested and excited as they play and learn.
- Children benefit from good support to develop their understanding of the world. For instance, the childminder takes them to visit the allotment to plant seedlings and water plants. She regularly offers children many opportunities in the local community, such as to visit play parks, woodlands and farms. This helps children learn about the wider world in which they are growing up.
- The childminder supports children to develop their understanding of mathematical concepts. For instance, they count objects as they play. This helps them to make links to numbers they already know.
- The childminder encourages children to develop healthy and active lifestyles. For instance, she chats to children about nutritious choices for their meals. Children benefit from daily opportunities to be physically active in the fresh air. The childminder supports children's good health effectively.

- Children have many opportunities to make choices and decisions. They can freely access many resources, and choose where to play. At times, though, the childminder steps in with solutions before children have time to think of their own ideas. Occasionally, she does not fully support children to solve their own problems.
- Overall, the childminder is an effective teacher. For example, she helps children enjoy listening to engaging songs and stories. This supports their communication well. She repeats back what children say and introduces them to new words as they play. The childminder uses questioning to encourage children's speech. However, she does not consistently wait for children to think and respond. This does not support children to broaden their vocabulary further.
- Younger children demonstrate their resilience, such as when they thread shapes. They thrive with positive support and encouragement from the childminder. She supports their self-confidence well.
- The childminder is proactive and seeks out opportunities to develop her practice. For instance, she has attended training to develop her skills further to support children's learning. This helps her to keep her knowledge current and benefits the children she cares for.
- The childminder builds effective partnerships with parents and other settings that children attend. She is an effective communicator. This helps to provide high levels of continuity for children's care and 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:

- enhance opportunities for children to apply their thinking skills and problem-solve independently
- provide more consistent support for children's language skills by giving them time to think and respond to questions.

Setting details

Unique reference number	110958
Local authority	Hampshire
Inspection number	10354950
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 November 2018

Information about this early years setting

The childminder registered in 1997 and lives in Alton, Hampshire. She provides care for children Monday to Thursday, from 8am to 5.30pm, for most of the year. The childminder holds a relevant childcare qualification at level 3. She can accept early education funding for children aged two, three and four years.

Information about this inspection

Inspector
Emma Dean

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 showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder explained her intentions for children's learning to the inspector.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting with the inspector.

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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