

Childminder report

Inspection date: 11 January 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The kind and caring childminder has strong bonds with children. They feel comfortable using her for reassurance when needed, such as when there is a visitor to the setting. The childminder has high expectations of children and their behaviour. Children have a good understanding of the boundaries and what is expected of them. For example, they are learning how to put away their toys when they have finished playing. The childminder develops children's knowledge of good hygiene routines. For example, she models how to wash hands effectively before eating, and children confidently copy.

Children, including those who are not yet talking, are confident in expressing their thoughts, feelings and opinions in a range of ways. They are keen to share things of importance to them with the childminder, such as a favourite toy from home.

Children are highly imaginative as they act out some of their favourite games with small-world toys. For example, they create stories with toy characters playing hide and seek with each other. The childminder develops children's love of reading and stories. They have favourites they enjoy listening to regularly and eagerly join in with the phrases they can recall.

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

- The childminder's curriculum builds on what children know and can do. A key focus of the curriculum is developing children's sense of curiosity and keenness to learn. This helps children make good progress in their learning and development as they are eager to explore and learn more.
- The childminder understands the importance of healthy lifestyles and developing children's knowledge and understanding of how to keep themselves healthy. As part of this, she provides lunch and snack for the children and is slowly introducing them to new fruit and vegetables, such as pineapple.
- Children develop a 'can-do' attitude as the childminder encourages children to try things out and test ideas for themselves. For example, children work out how to fit the building cubes together with encouragement from the childminder. She reminds them of how it felt when they found things difficult in the past but were able to overcome them. This gives children the motivation to continue trying and they beam in delight when they succeed.
- The childminder is keen to develop children's language skills. For example, she introduces children to a wide range of vocabulary. However, at times, the childminder uses overcomplicated sentences and, sometimes, does not give children time to process and respond. This does not consistently support the development of children's language skills.
- Overall, the childminder is able to adapt her provision to meet the needs of

children of a wide range of ages and stages of development. However, at times, the focus is on the younger children. As a result, sometimes, older children lose interest in an activity and become disengaged as they are not sufficiently challenged.

- Additional funding is used appropriately by the childminder to further extend children's learning. For example, she uses funding to purchase resources to support language group activities. This helps develop children's listening and attention skills and to close any gaps in their learning and development.
- Parents comment positively on the 'home-from-home set-up' which they feel meets the needs of their children well. They have strong partnerships with the childminder. She supports children's learning further by providing parents with suggestions and ideas to try at home to support children's development.
- The childminder values the importance of continuous professional development. She ensures she attends regular network meetings with other providers as well as completing online training. This helps to maintain and develop her practice and quality of teaching.
- Children go on regular outings in the community. For example, the childminder takes children to the library, beach and local park. The childminder gives careful consideration to the experiences her children have not had before when planning outings, to ensure she is providing a well-rounded experience. These outings help children develop an understanding of their community and the natural world.

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 understanding of how to support and develop children's communication skills further
- enhance activity planning further to better enable children of different ages and abilities to focus, concentrate and stay fully involved in activities.

Setting details

Unique reference number	2647813
Local authority	Hampshire
Inspection number	10308658
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2021 and lives in Fawley, Hampshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She has a level 3 qualification in childcare. The childminder receives funding for three- and four-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents and reviewed evidence of the childminder's suitability.
- The childminder and the inspector held discussions at appropriate moments.

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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