

Childminder report

Inspection date: 16 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a calm and welcoming environment that enables children to feel safe and settled. She works very effectively alongside another registered childminder and they both know every child extremely well. Children are carefully listened to by the childminder, and this helps them feel valued and important. For example, children ask to read a book or to go outside in the garden, and the childminder agrees. The childminder has clear behaviour expectations, and all children are familiar with these. She praises them when they do something well, such as tidy up, and gives gentle reminders to use their 'kind hands', when supporting children to work together.

Children have a positive relationship with the childminder, and she uses her communication skills to build on children's existing language. For example, the childminder uses open questions to explore topics of conversation further. This helps children to build on what they already know and supports their learning to progress to the next stage. Children are encouraged to develop a positive self-image within the setting. For example, the childminder displays children's work for parents to see, and there is an 'I can' wall that shows the skills children have achieved.

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

- The childminder is a very good role model and works in partnership with her co-childminder to help children to assess risk, tidy-up toys and prepare resources for outside play. This helps children learn how to complete a task and be responsible for their actions.
- Children are supported well and provided with a range of opportunities and experiences. The childminder knows children's current levels of development and when to introduce next steps. For example, children are encouraged to use a range of skills throughout the day that build on what they already know. This means that children are appropriately challenged and are well prepared for their next stage of learning.
- Children are provided with opportunities to practise their independence skills. For example, accessing their own resources and choosing their own fruit at snack time. However, the childminder does not always identify times during the routine to promote these skills further. This means that children are not able to consistently practise and build on their skills.
- The childminder encourages children to develop their communication and language skills throughout the day. Children are well supported to practise new words and phrases through the use of stories and rhymes. For example, the childminder encourages children to practise huffing and puffing to strengthen their mouth muscles to support speech development. This helps children to

develop this important skill in a fun and engaging way.

- Children learn about their bodies and the effect physical exercise has on their heart rate. For example, after dancing, the childminder encourages children to place their hand on their chest to feel their heart beating faster. This starts a conversation that helps children to learn about their body and how it works.
- Parents say that their children are very happy with the childminder and that their children have fun and are progressing well with their learning.
- The childminder understands the importance of keeping up to date with training and accessing important updates about practice. She shares ideas about resources, new experiences and places to visit with other childminders and knows where to access support and guidance from other organisations if needed.

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 practice to support children to develop their independence skills further.

Setting details

Unique reference number	2684122
Local authority	Hampshire
Inspection number	10355119
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Eastleigh, Hampshire. The childminder holds a recognised childcare qualification at level 3. She operates for most of the year, from 8am to 5.30pm, Monday to Thursday. She works with another registered childminder.

Information about this inspection

Inspector

Lucy Short

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the co-childminder.

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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