

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

Children arrive keen to spend time with the childminder and play with their friends. The childminder works with another childminder. They both know every child who comes to the setting extremely well. Children are carefully listened to, and the childminder speaks to them respectfully, using a gentle and warm manner. This helps them to feel valued and included as part of the group.

Children regularly approach the childminder for comfort, such as a cuddle and story. They confidently talk about things they have done at home and what they would like to do during the day. The childminder uses these opportunities well to extend children's language through open questions and by modelling conversation. She introduces new phrases, such as 'Are you feeling happy or grumpy?' This also helps to develop children's understanding about their emotions and how others might be feeling.

The childminder creates plenty of opportunities for children to be physically active throughout the day. For example, she engages the children to start tidying up by asking them to wiggle their fingers and sway like a tree. When the childminder sings 'Izzy whizzy, let's get busy!', this helps children understand it is time to work together and pack away, ready for something new.

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

- Children are provided with an ambitious curriculum. The childminder works in partnership with another childminder to ensure experiences are exciting and based on children's interests. This helps children to engage with their learning. For example, children enjoy talking about dinosaurs, so the childminder uses this to explore colours, numbers and size.
- The childminder mostly supports children to develop their independence skills, but this is not consistent and there are times during the day when the childminder completes tasks for the children that they are capable of doing themselves. For example, the childminder dries children's hands after handwashing and pulls up their trousers if they are falling down. This does not fully support children to practise simple self-care tasks.
- The childminder shares her skills with another childminder. For example, they model how to share and to tidy up when children need extra support with these tasks. This helps to show children what to do and to reinforce these important skills.
- The childminder takes children out into the local community to visit different places. For example, children visit the farm, local park and library. This helps children to understand the world around them.
- Children benefit from the childminder's detailed understanding of how to

promote communication and language development. For example, she encourages children to practise a range of exercises to help strengthen the muscles in their mouths. This helps to develop their speech in a fun and engaging way.

- Parents say that they are happy with the care their children receive. They explain how their children are making good progress and say that the childminder is friendly, approachable and supportive. This helps to provide a positive relationship with parents that supports a consistent approach to children's overall care and learning.
- The childminder is a reflective practitioner and is able to identify her strengths and areas for improvement. For example, she uses training and other resources to ensure her practice is up to date, inclusive and able to meet the needs of the children in her care effectively. This means children progress on to the next stage of their learning appropriately, and in a timely way.

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 practice to support children to build on their independence and self-care skills.

Setting details

Unique reference number	2717549
Local authority	Hampshire
Inspection number	10362192
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	4
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She works with another childminder in Eastleigh, Hampshire. The childminder offers care from Monday to Wednesday, from 8am to 5.30pm, throughout the year.

Information about this inspection

Inspector

Lucy Short

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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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