

Childminder report

Inspection date: 11 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 warm, welcoming and homely environment for children where they feel safe, secure and happy. Children benefit from the secure bonds that they form with the childminder, as she is attentive to their needs. She greets them warmly when they wake from sleep, with lots of reassurance and cuddles.

Children are confident and happy learners. They explore their environment with confidence and are keen to take part in the range of activities that the childminder provides for them. Older children develop good imagination as they take part in pretend play, such as taking care of dolls. They carry their dolls carefully, and the childminder joins in, helping to find blankets so that the children can put their 'babies' to bed. Babies and toddlers enjoy copying the older children as they draw. They smile with joy and say 'ooh' as they see the marks they have made.

There are rules and boundaries in place that the childminder helps children to navigate and understand. The childminder is a positive role model. She encourages children to use good manners and to be kind. For example, at snack time, the childminder sings the 'please and thank you' song and the children join in.

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

- Children benefit from the childminder's good support in developing their language and communication skills. The childminder sensitively repeats the correct pronunciation of words and provides a dialogue during activities. She works in partnership with parents to find out key words in children's home languages to aid communication. This also shows respect for children's different family make ups and their cultural backgrounds.
- The childminder gets to know children well. She uses assessment effectively to understand what children already know and can do. She talks about the progress children have made and what it is she wants them to learn next. However, on occasion, the childminder is not fully effective in using incidental learning opportunities to extend children's knowledge, understanding and skills.
- The childminder is sensitive to children's needs and acknowledges their feelings. For example, just before the school run, children comment that they would like to make a picture for their relatives. On their return, the childminder remembers this and supports the children in creating their drawings. When children comment that they miss their grandparents, the childminder shows empathy and reassures them that they will see their relatives again soon.
- The childminder encourages children to be respectful to the views of others and treat each other with kindness. She carefully helps children negotiate any minor disputes and uses distraction techniques to redirect their attention to something positive.

- Children learn elements of healthy practices, such as exercise and drinking regularly. However, the childminder does not consistently support children to understand the importance of adopting healthy habits, such as handwashing before eating, to fully promote their self-care skills.
- A range of outings and activities are planned by the childminder, which helps children to learn about the world around them. For example, children go on bus trips and to country parks and sunflower fields. They attend toddler groups and rhyme time sessions at the library, which help to build children's confidence and social skills with larger groups of children.
- The childminder demonstrates a genuine enjoyment of her work with children and shows a commitment to further developing her practice. She is keen to extend her knowledge, such as how she assesses children's progress.
- The childminder understands the importance of working closely with parents. She shares information about children's development and the activities they have taken part in, which enables parents to understand what their children have been learning and to build on this at home.

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:

- use incidental opportunities more effectively to challenge children further and to enhance their knowledge and skills for future learning
- consistently embed hygiene routines, such as handwashing, in order to promote good hygiene practice to children.

Setting details

Unique reference number	2745277
Local authority	Hampshire
Inspection number	10364704
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Yateley, Hampshire. She operates her provision Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Nicky Hill

Inspection activities

- 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 that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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