

Childminder report

Inspection date: 24 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and well cared for in the childminder's welcoming home. The childminder promotes children's personal, social and emotional development well. She successfully supports children to develop their understanding of their emotions and feelings. For instance, older children empathise with the feelings of younger children, as they offer comfort when their friends feel upset. The childminder teaches children kindness, respect and good manners. This helps children as they learn to play together, to share and to respect the differing needs of one another.

The childminder creates a curriculum that offers a breadth of opportunities to ignite children's curiosity to learn. Her focus on teaching children about the world around them, through hands-on experiences, is a strength of her setting. For instance, children learn how to grow, tend and harvest carrots and potatoes. They develop an understanding of the changes in nature, such as the changing colours of the leaves in autumn. The childminder uses opportunities in children's play to build on their language skills. For instance, she models new words, such as 'swoop', as children share stories. Children practise saying new words, as the childminder teaches them what they mean. Children are attentive. They enjoy learning and develop good language skills.

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

- The childminder reads favourite stories to the children and engages them in discussions about the pictures and words, which supports the development of their literacy and language skills. They benefit from the childminder's skilful storytelling, as she brings stories to life. Children remember and recall parts of stories as the childminder gives them time to share key parts of the tale. Children concentrate well, listen attentively and develop a love of books. This helps children to acquire important early literacy skills at the setting, which benefits their future learning.
- Children develop good physical skills. They are confident to move and manoeuvre their bodies as they play. For instance, older children learn how to push themselves along on ride-on cars. They navigate and change direction, as they work out the best way to move around the garden. Toddlers who are just learning to walk develop confidence as the childminder helps them to become confident in their new skills. Children develop good small-muscle skills. For instance, they learn how to use paintbrushes to transfer paint to paper and carefully paint their hands to create their handprint art.
- The childminder's teaching is good. She plans and creates a range of activities which motivate children to learn. Children develop good attitudes to learning. The childminder knows what she wants children to know or to be able to do

next. However, she does not always plan precisely for the next steps in children's learning during adult-led activities, to help maximise their progress.

- The childminder takes children on a variety of outings. For example, they visit woodlands, parks and local places of interest. She attends groups with other childminders. This provides children with opportunities to socialise with larger groups of children and to build friendships with their peers.
- Partnerships with parents are good. The childminder gets to know children and their families well. Parents trust the childminder and explain how their children have progressed well in her care. The childminder values the importance of these relationships to help share children's progress and to help parents continue children's learning at home. She has begun to establish some early relationships with staff at other settings children attend. However, she is yet to share information about children's development to provide further continuity in their learning.
- The childminder helps children to become confident and capable in managing some age-appropriate routines, which supports their independence. For instance, children learn how to put on and fasten their shoes as they get ready to play outdoors. The childminder gives older children time to put their shoes on by themselves and offers younger children support. Children learn to become independent and take pride in being able to do some things for themselves.

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:

- focus more precisely on the learning intentions in planned activities to maximise learning outcomes for all children
- extend information-sharing with staff at other early years settings to fully support and complement children's care and learning experiences.

Setting details

Unique reference number	EY230631
Local authority	Hampshire
Inspection number	10351367
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	5
Date of previous inspection	30 October 2018

Information about this early years setting

The childminder registered in 2002 and lives in Romsey, Hampshire. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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