

Childminder report

Inspection date: 28 January 2025

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 demonstrate that they feel safe in the childminder's care. For instance, they approach her for hugs when they are tired, which are warmly given. The childminder helps children to recognise their feelings, such as by looking at different faces and exploring a range of resources. She encourages children to think about and discuss why characters may feel happy or sad. Children are confident to voice their opinions and take part in engaging conversations. The childminder effectively supports their emotional development.

The childminder plans a curriculum for children to help them learn a variety of skills. For example, older children learn to be increasingly independent in managing their own personal care. They play cooperatively with others and demonstrate good listening skills. Younger children learn to communicate effectively. The childminder is a positive role model for children. Children listen, with respect, and follow her requests and instructions. For instance, they clear away resources when asked, so that there is a clear space to be physically active. Children show positive attitudes to their play and learning, the childminder and each other. The childminder offers them effective support to move confidently onto the next stage in their education.

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

- The childminder knows the children she cares for well. This helps her to plan activities and provide resources that motivate them in their learning. For instance, children enjoy exploring dough with a range of tools and items. Younger children beam with delight as they use tongs to transfer dough between pots. Older children create shapes using their hands, confidently chatting about what they are making. They are engaged and busy learners.
- The childminder understands how children learn. She is alert to any gaps in children's knowledge and puts plans in place to support them to make progress. The childminder works in partnership with other settings that children attend and any external professionals involved in children's care. This helps to ensure continuity for their learning.
- Children benefit from many outings and experiences with the childminder. They meet other children and see different people and places. For example, the childminder takes children to play energetically at local parks and for walks in the woods. She helps children to notice the weather, such as the sun in the sky and trees blowing in the wind. She supports them to learn about the wider world in which they live.
- The childminder encourages children to be physically active. For instance, they dance and enthusiastically take part in action songs. Children enjoy the challenge of catching balls, showing pride when they achieve their goals. The childminder promotes children's good health. For example, she teaches them

effective handwashing routines and discusses nutritious options for their meals and snacks. The childminder supports children to develop healthy and active lifestyles.

- Children hear many words and learn what they mean as they play. The childminder presents new vocabulary to extend what children already know. For example, she introduces the word crescent as children talk about the moon. Children then make their own connections by linking rainbows to an arch shape. This helps to provide children with a good understanding of early mathematical concepts.
- The childminder helps children to develop into curious learners. For instance, she encourages children to construct towers, challenging them to see how tall they can build them. Children relish the challenge and are highly motivated to engage in the task. However, at times, the childminder asks children questions but does not wait for their answers. For instance, when asking children if the tower will be taller if it is flat on the ground, she steps in with the answer. The childminder does not fully consider the time that children need to think and process information to develop their thinking skills.
- The childminder is proactive in seeking ways to develop her skills and knowledge further. She shares ideas with childminder colleagues and seeks their advice. This helps her to maintain a good-quality setting for children.
- The childminder builds strong partnerships with parents. They comment very favourably about the care the childminder provides for their children. Parents report on the nurturing environment that she offers and excellent communication. They say that their children thrive in the childminder's care.

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:

- provide children with more thinking time to process and respond to questions, extending and challenging children's thinking further.

Setting details

Unique reference number	EY236121
Local authority	Hampshire
Inspection number	10375737
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	2 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in 2002 and lives in Bishopstoke, Hampshire. She operates her childminding provision from Monday to Thursday, all year round. The childminder holds a relevant early years qualification at level 3. She provides funded early years education for children.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- Parents shared their views of the setting with the inspector.

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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