

Childminder report

Inspection date: 7 July 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children excitedly greet one another with warmth and love. They cannot wait for their friends to arrive to complete the 'family' for the day. Children have strong bonds with the childminder and see her as 'grandma'. The childminder adores the children in her care. She has high expectations for children and they are eager to show her what they can do. Children behave well. They think of others as they play. For example, children ensure that everybody has a blanket to sit on ready for their 'teddy bears picnic'. Children are confident. The childminder supports the development of their self-esteem effectively as they learn how to take turns and share resources.

Children learn to be independent through everyday routines. For example, they learn how to change their clothes when necessary. Children learn to safely take risks out in the garden. They enjoy climbing up poles that are fixed to the ground as they work out how they can balance safely. Children proudly demonstrate their skills. They frequently go on trips to learn about the world around them. Children love going to visit local woodland and exploring as it is different there every time. Children learn about caring for others through play. They carefully wash and then dry their 'babies' before wrapping them up warm and feeding them 'milk'.

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

- The childminder has a strong focus on personal, social and emotional development as part of her curriculum. She supports children well as they prepare for their next stage in learning, such as their transition to 'big school'.
- The childminder ensures that she encourages and praises children while she allows them the time to try for themselves. For example, she patiently waits as children attempt to put on their shoes. She provides clear guidance and support but ensures that they complete the task on their own. This develops children's self-care skills.
- The childminder extends children's learning as they play. For example, she introduces new ways of moving water from one place to another, such as by using sponges. Children excitedly try for themselves and beam in delight when it works.
- Children's language skills are supported well by the childminder. She skilfully repeats words and phrases back to children so that they hear the correct pronunciation. The childminder introduces new words into their vocabulary, such as 'swallows', as they observe the birds outside.
- Children develop a love for stories. They are highly engaged and have clear favourites. Children excitedly re-enact 'We're Going on a Bear Hunt'. They remember the order of events and the different actions as they look for the bear.

- The childminder knows the children in her care well. She has a good understanding of what she wants children to learn next. However, she does not ensure that she consistently plans for all seven areas of the curriculum, with particular relation to mathematics.
- The childminder shares information with other settings children attend. She develops a system of good communication with each of them to ensure that she is meeting the needs of the children in her care. This includes termly updates about children's progress.
- Parents and the childminder have strong bonds. They speak highly of the care their children receive. Parents comment on how supportive the childminder is and how it 'feels like family'.
- Children learn about different emotions. For example, they eagerly sing songs, such as 'Five little pumpkins', and act out the different emotions. They are able to relate these emotions to themselves, such as saying when they feel happy.
- The childminder values the importance of continuous professional development. She is passionate and enthusiastic about training. The childminder frequently thinks about what she can learn next to most benefit the children in her care. The childminder then ensures that she attends training to develop this.
- Children who speak multiple languages are highly supported by the childminder. For example, she plays nursery rhymes in home languages. The childminder also uses other methods of communication, including pictures and signing, to help children to communicate their thoughts, feelings and wishes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She understands the signs and symptoms that may indicate that a child is at risk of harm. This includes if a child is at risk of wider safeguarding issues, such as radicalisation. The childminder knows how to report concerns, including if there is an allegation against herself, in line with local safeguarding processes. She ensures that she keeps her knowledge up to date through regular training sessions. Children learn to keep themselves safe. For example, they learn that if they need emergency help, such as the help of the firefighters, to call 999.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider how the curriculum is implemented to ensure that all seven areas of learning are coherently planned for and consistently built on, particularly mathematics.

Setting details

Unique reference number	EY264443
Local authority	Hampshire
Inspection number	10137015
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 November 2015

Information about this early years setting

The childminder registered in 2003 and lives in Andover, Hampshire. She operates from Monday to Friday all year round. The childminder has a foundation degree in early years. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder discussed her curriculum intentions with the inspector.
- Parents shared their views with the inspector.
- The childminder and the inspector discussed their observations of an activity together.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents.

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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