

Childminder report

Inspection date: 26 February 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 show positive relationships as they arrive happy in the childminder's homely environment. They receive a warm welcome and are immediately comforted by the childminder's friendly smile. This helps children to settle in quickly, and they explore the resources and activities that are invitingly displayed for them.

The childminder encourages children to explore and find out more about the world they live in. She embraces their curiosities and is readily available to support their real-time learning. For instance, the children notice the very heavy rain outside. The childminder sits with them as they look outdoors and encourages them to listen to the sound it makes as it hits the roof and the window. Children are extremely quiet and listen intently. They sit and watch the fast-growing puddles being made on the patio outside. The childminder teaches children a song about rain as they watch it fall to the ground and run down the window. This ignites new fascinations and supports children's growing understanding of the world.

Children have good attitudes towards learning. The childminder encourages positive behaviour and consistently reinforces rules and boundaries, such as tidying up before transitioning into the next aspect of the routine. She is a good role model and is generous with the praise she gives children for helping her. Children develop a sense of pride and become self-assured

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

- The childminder is extremely reflective. She has planned an ambitious curriculum that focuses on children's recent interests and the specific learning she wants them to achieve. She knows children well, which helps when planning activities precisely to support children to meet their next steps of learning. The childminder builds on children's learning through her well-structured routine and everyday practice. Children feel secure and understand what is happening next.
- Leadership and management is good. The childminder regularly improves her knowledge by attending webinars, training and networking with local childminders. She understands fully the benefits this has on children's development and socialisation skills.
- On the whole, children's emerging speech and language skills are supported well. The childminder sings songs with children and uses simple signs as she talks. She engages in consistent back and forth interaction, which helps children begin to understand conversational cues. However, on occasions, the childminder does not always correct words that have been spoken incorrectly or repeat words back to children with clarity. At these times, their communication and language development is not fully supported.

- The childminder is attentive to the children and effectively supervises them as they play. The youngest children develop confidence to explore their environment knowing the childminder is a secure base to return to. The childminder is sensitive to their needs and responds well to their unspoken cues. For example, children demonstrate they are feeling tired or hungry. The childminder holds them close and gently pats their backs as she feeds them their bottle. This helps them to regulate their emotions. Children's personal, social and emotional development are supported well.
- The childminder provides an inclusive service where all children and their families are celebrated. Children have daily opportunities to explore the outdoors and understand the community that they are part of. For instance, the childminder takes children to local churches and Buddhist temples to help them develop an understanding of different religions and cultures. She teaches children to respect one another. Children develop an understanding of diversity and begin to recognise individual differences.
- The childminder has securely embedded robust hygiene routines for the children to follow. Children are encouraged to clean their hands regularly and happily sing a dedicated song with the childminder as they wash. The childminder places emphasis on teaching children about good oral hygiene. Children brush their teeth to a two-minute timer after meals. They develop healthy foundations and self-care skills.
- Parent partnership is effective. The childminder has created a culture of trust, respect and a consistent flow of communication. She recognises the importance of establishing strong relationships with parents and other professionals to benefit children's overall progress. Parents share that they have peace of mind knowing their children receive good care and education.

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:

- model correct pronunciations of words during conversations with children to improve their communication and language skills.

Setting details

Unique reference number	EY268008
Local authority	Hampshire
Inspection number	10372069
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 11
Total number of places	6
Number of children on roll	24
Date of previous inspection	1 April 2019

Information about this early years setting

The childminder registered in 2003. She lives in Church Crookham, Hampshire. The provision operates from 7.30am to 6pm, from Monday to Friday during term time only. The Childminder provides government funded early years places.

Information about this inspection

Inspector

Kelley Ellis

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the 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 interactions between the childminder and children.
- 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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