

Childminder report

Inspection date: 28 October 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

The childminder provides children with an ambitious well-planned curriculum that she uses to help children make good progress. She organises her home well to provide children with an inviting learning environment and a wide range of activities that motivate them to explore and learn. For example, children develop pre-writing skills as they enjoy using chalk to make marks on paving slabs in the childminder's garden.

The childminder successfully meets children's emotional and care needs. She knows the children well and focuses strongly on supporting them to feel happy and settled. For example, she replicates and adheres to children's home routines, such as sleep and mealtimes, which provides continuity. The childminder has clear expectations for children to behave well. She persists in gaining their cooperation during activities and regularly praises their achievements. Children feel good about themselves, for instance, as they learn to cut fruit to eat at snack time and follow the actions to familiar songs.

The childminder successfully supports children's mathematical development. For example, she teaches them to count in numerical order, as she helps them to thread dried cereal hoops onto pipe cleaners. Children thoroughly enjoy choosing and playing with different coloured inflated balloons.

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

- Overall, the childminder supports children's learning and development well. She plans activities according to children's interests which she uses to extend their learning. For example, she makes masks of their favourite cartoon characters which inspire them to talk and use their imagination. The childminder consistently shows and explains to children how to use the resources. For example, she teaches them how to use magnifying glasses to look at the features of play insects.
- The childminder helps children develop some useful skills to support them in getting along together and for their future learning. For example, she teaches them to share and take turns and works well with their parents to support this learning. However, despite this, the childminder does not consistently help children learn to wait for adult attention if necessary. Consequently, children's understanding of turn taking is not fully extended.
- The childminder successfully supports all children, including those who speak English as an additional language, to develop and use a range of vocabulary. For example, she reads books to children and asks them questions that encourage them to respond. Children confidently talk about what they see in the pictures in books.

- The childminder teaches children to be independent. For example, she works well with parents to toilet train children when they are developmentally ready. The childminder encourages children to do as much as possible for themselves. For instance, she teaches them to put on their shoes, wash their hands and help to tidy up the resources.
- The childminder supports and extends children's physical development well. For example, she helps children develop control of their movements as they learn to use climbing apparatus during outings to parks and soft play facilities. Children thoroughly enjoy learning to build towers using small wood blocks.
- The childminder successfully develops children's social skills. For example, she often takes them to a toddler group where they develop the confidence to separate from the childminder and play independently. Children widen their friendships and take part in large group activities, such as music and movement.
- The childminder continually improves her professional development and outcomes for children. For example, she uses websites to seek ideas for activities that she uses to support children's development further. For example, children develop creative skills as they make prints using paint and their feet.
- Since the last inspection, the childminder has improved how she supports children's learning outdoors. For example, she provides a range of activities that motivate children to explore and learn in all areas of their development. Children develop control of their movements, for instance, as they fill buckets with sand and play cars.
- The childminder works well with parents to meet children's individual needs. For example, together they implement recommendations from other agencies that successfully reduce gaps in children's development. Consequently, children catch up and make good progress.

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:

- support children to further develop their understanding of sharing and taking turns, including learning to wait for adult attention when appropriate.

Setting details

Unique reference number	EY299204
Local authority	Hampshire
Inspection number	10367381
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	6 February 2019

Information about this early years setting

The childminder registered in 2005. She lives in Fleet, Hampshire. The childminder operates Monday to Friday, from 6.30am to 5pm, for the majority of the year. She holds an appropriate home based childcare qualification at level 3. The childminder receives funding to provide free early education to children aged two and three years.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk and joint observation together.
- The inspector observed how the childminder supports children during indoor and outdoor activities and assessed the impact this has on their learning.
- The inspector spoke with the childminder, parents and children during the inspection.
- The inspector discussed with the childminder how she has improved outcomes for children since the last inspection.

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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