

Childminder report

Inspection date: 17 December 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder uses her ambitious curriculum to help children make good progress. She responds to children's interests and what they know and can do to support, extend and challenge their learning in all activities. For example, she often uses their interest in number to support their mathematical development. Children eagerly learn to count, identify number and use positional language.

Children are happy and settled. The childminder develops positive relationships with children and supports their confidence and well-being. She treats children respectfully, consistently giving them opportunities to make choices during their play. The childminder inspires children to learn due to her positive interaction in their play.

The childminder sets clear expectations for children's behaviour. For example, she teaches them to stay close to her during outings and while taking and collecting other children from school. The childminder supervises children well to make sure they are safe.

The childminder supports children's understanding of the world well. She organises regular outings, which she uses to develop children's understanding of nature and the local community. For example, children remember and talk about the goats they saw that were part of a small group of animals and how they helped to brush the goats' fur coats. Children learn about different cultures and religions, for example, during outings to a local mosque.

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

- The childminder uses her comprehensive knowledge of her curriculum and children's individual needs to help them develop the skills they need for starting school. For example, she successfully develops children's ability to persist during activities and their confidence to talk and share what they know and understand. The childminder skilfully extends children's learning during all activities and rapidly reduces any gaps in their development.
- The childminder provides children with a wide range of activities and resources that successfully capture their interest and motivate them to learn. For example, children develop their senses as they eagerly explore and talk about real herbs, apples, broccoli and dried cereal, which they use during activities to 'feed' play farm animals.
- The childminder supports children's language development well, including children who have English as an additional language. The childminder listens and talks with children, asking questions that inspire them to respond and develop their vocabulary. For example, when children choose a book about farm animals,

they talk together about cows producing milk, and learn the names of baby animals and that snails live in shells.

- The childminder provides numerous activities and resources that she uses to develop children's hand-eye coordination. For example, children enthusiastically learn to complete large floor puzzles. They follow the childminder's guidance and keep on trying. When they have completed the puzzle, children proudly say, 'I did it,' and ask the childminder to take a photograph of the puzzle to send to their parents.
- The childminder focuses strongly on developing children's independence. For example, children learn to cut fruit to eat at snack time and to wash their hands at appropriate times. The childminder teaches children to put on their shoes and coats and to open their lunch boxes. She works well with parents to help children develop self-care skills, such as potty training.
- The childminder provides a range of opportunities for children to be physically active indoors and outdoors. For example, children learn to balance and gain control of their movements as they explore woodland areas during outings and use equipment at soft-play facilities and parks.
- Children behave well. The childminder regularly praises children's achievements and helps them learn to share and take turns. She teaches children to be polite and to thank others when they independently share the resources. The childminder is a positive role model, particularly in the way she communicates respectfully with children.
- The childminder works well in partnership with parents to meet children's individual needs. She regularly shares information with parents about children's developmental progress and next steps, for example, during handover times and by using a secure system online. However, the childminder does not provide parents with further information to help them support and continue children's learning at home.

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:

- strengthen information shared with parents to support and continue children's learning at home.

Setting details

Unique reference number	EY312674
Local authority	Hampshire
Inspection number	10375180
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	28 January 2020

Information about this early years setting

The childminder registered in 2005. She lives in Church Crookham, Hampshire. The childminder works from Monday to Friday at various times between 7.30am and 6pm, for most of the year. The childminder holds an appropriate childcare qualification at level 3. The childminder provides government-funded places for children aged from nine months to four years and children in receipt of funding for disadvantage.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk and joint observation together.
- The inspector observed how the childminder supports the children during activities and assessed the impact this has on their learning.
- The inspector spoke with the childminder and the children during the inspection.
- The childminder and the inspector discussed the leadership and management of the setting, including children's safety and supervision.

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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