

Childminder report

Inspection date: 28 May 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

Children demonstrate that they feel safe and are happy in the care of this enthusiastic childminder. The childminder knows the children well and is confident about what they need to learn next in their development. She is fully aware of what the children like to do and uses what she knows about them to provide a fun and interesting curriculum. As a result, children enjoy attending and have fun in her care. The childminder supports children's behaviour well and she is a good role model to them. She uses praise and encouragement effectively to help children to learn. For example, the childminder explains how proud she is when children learn new skills, such as potty training. She highlights how their parents will be even prouder of their achievements. This positively encourages children to acquire new skills and to keep engaged while learning.

The childminder supports children's confidence and emotional needs well. For example, she remains close to help the children in their play and she encourages them to make choices about what they would like to do. The childminder places a high expectation on promoting children's communication and language. For instance, she offers a narrative to their play and asks a wide range of questions to help children to think and communicate. Children enthusiastically listen to stories and are captivated as they hunt for associated foods that have been eaten by 'The Hungry Caterpillar'. Activities such as these provide fun opportunities for children to learn, which in turn supports their communication and language skills.

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

- The childminder uses her knowledge of the early years foundation stage well. She successfully includes all areas of learning in the activities she provides, and she captures children's interests well. The childminder is kind and caring and provides activities to build on children's knowledge and skills. For instance, children learn about counting and other mathematical concepts through arts and crafts.
- Overall, children have many opportunities to develop independence skills. For example, they make choices about what they would like to play with and confidently share their wishes with the childminder. However, at times, the childminder's teaching and practice are not precise enough to support children's self-help skills fully to extend their learning. For example, the childminder carries out tasks for children that they potentially can do by themselves.
- Children enjoy a range of outings in their local community. For example, they visit local groups and go on walks and daily adventures to the woods and parks. The childminder teaches children when they are out about road safety and changes in the seasons. This helps them gain a greater awareness of the world around them. Children have many opportunities to learn about people and

communities and what makes them unique. For instance, the childminder teaches the children about festivals from around the world and encourages them to bring in personal items from home to value their family backgrounds.

- Children enjoy using their imaginations as they play with a good range of toys and resources available. The childminder supports the children's creativity well as they play. For instance, children have fun as they take on roles that are familiar to them from home, such as making dinner. Children demonstrate that they are kind and caring as they show comfort and empathy to their dolls.
- Children enjoy playing outdoors in the fresh air. They have regular access to the childminder's garden, which offers a range of play equipment to support children's physical development. For example, children enjoy exploring on ride-on toys. The childminder encourages the children to follow good handwashing routines and ensures mealtimes are sociable occasions at the table. However, less focus is given in supporting children to understand the importance of a healthy lifestyle.
- The childminder understands the importance of working in partnerships with parents and other professionals involved in the care and education of the children. Parents receive daily feedback from the childminder through verbal communication and the online app. This helps them to understand what their children have been doing and supports continuity of care and learning. The childminder reflects on her own practice well and seeks the views of parents when evaluating her provision.

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:

- create more ways to help children manage and build on their independence skills
- extend ways to help children understand the importance of living a healthy lifestyle.

Setting details

Unique reference number	EY320292
Local authority	Hampshire
Inspection number	10339167
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	3
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 2006 and lives in Chandler's Ford in Hampshire. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder receives funding for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Tracy Bartholomew

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 provider.
- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector spoke to children to find out about what they enjoy doing while with the childminder.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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