

Childminder report

Inspection date: 24 March 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 are happy and safe in the care of their childminder. They form good relationships with the childminder who is friendly and nurturing. Children are confident individuals who are comfortable with visitors to the setting. Children tell visitors that at the childminder's house they love to 'go on everything'. Children's physical development is well supported. Children access a well-resourced garden area. They use their legs to push themselves backwards and forwards on the swing and enjoy the sensation of spinning around. Children ride the bikes up and down the patio while pretending to be emergency workers. Younger children learn from their older friends and copy what they do.

Children's behaviour is good. They play cooperatively with their peers and share resources well. The childminder reminds children to use the 'magic words' when they forget to use their manners. Children receive stickers for their achievements and are given lots of praise, helping to build their self-esteem. There are high expectations for every child. Children make good progress and they are well prepared for the next stage of their education. They begin to learn to recognise letters and listen to the sound each letter makes.

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

- The childminder knows what she wants children to learn and uses her ideas to plan her home environment. She effectively assesses children's learning, identifying what they can do and what they need to learn next. Children's fine motor skills are well supported through mark making opportunities inside and outside. As children develop greater pencil control, their drawings improve and they begin to form letters.
- The home environment is well resourced. Children have access to a variety of toys that they can self-select such as construction and small world toys. There are opportunities for children to engage in sensory experiences such as sand play. The childminder encourages the children to predict what might happen next. For instance, when the patio floor gets wet, she stands in the water and asks children what might happen when she stands on the dry ground.
- The childminder plans activities that she knows the children will enjoy. She revisits activities to build upon children's existing learning. For example, when children experiment with play dough, the childminder talks to children about what shapes they need to make a body, such as a circle for the head. However, the youngest children are not included in the play dough experience due to their age. Therefore, on occasion, planned activities do not meet the developmental needs of all the children.
- Parents speak highly of the care the childminder provides. They are happy with the progress their children are making. Parents explain they receive regular

feedback. They feel that their child benefits from the social experiences they receive during their time with the childminder.

- The childminder interacts with the children playfully, chasing them around the garden as they squeal with happiness. Children are confident communicators and talk about their likes and dislikes. However, with younger children, the childminder does not always use simple language to extend children's communication and support new words developing.
- Good hygiene practices are encouraged. Children independently wash their hands before mealtimes, helping children to stay healthy. Mealtimes are a social experience. Children sit together to eat their snack and lunch and they talk about what they are eating. The childminder works with parents to support toilet training, helping children progress in their understanding of personal care and hygiene.
- The childminder ensures that she keeps the required training up to date. She speaks to other childminders to share ideas for activities. The childminder regularly reviews the resources she has to identify any gaps.
- The childminder takes the children on regular outings to local music groups. They also go out for walks in the local community and visit the woods. The childminder sings to children as she tidies up and encourages them to join in to.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of signs that a child is at risk of harm. She is fully aware of her responsibilities to safeguard children and knows the processes to follow to raise a concern about a child. The childminder ensures that she regularly refreshes her training to keep up to date with changes in legislation. The childminder regularly assesses risks in her home and garden to ensure that children are safe and secure. This includes having practices in place to ensure that children remain safe around her loving family pets.

What does the setting need to do to improve?

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

- review practice to ensure that group activities suit the developmental levels of all children, particularly ensuring the engagement of younger children
- consider ways to further support the communication and language skills of the youngest children.

Setting details

Unique reference number	EY320739
Local authority	Hampshire
Inspection number	10136458
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2006. She lives in the Purbrook area of Hampshire. She operates on weekdays for most of the year. The childminder is eligible to receive funding for the provision of free early education for children aged two, three and four years. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Jade Orosz

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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