

Childminder report

Inspection date: 16 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	Met
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What is it like to attend this early years setting?

The provision is good

Children form close bonds with the warm and friendly childminder. She teaches children independence skills in her home. For example, they learn to use cutlery and wash their hands. Children happily explore resources that follow their interests and support their learning and development. The childminder models language clearly and counts while children play. This supports children to make good progress with their communication and early mathematical skills.

Children feel comfortable seeking cuddles and reassurance from the childminder. They show high levels of confidence while they engage in their play and learn new skills. The childminder gives timely reminders for children to learn good manners. They learn new words, such as 'please' and 'thank you', as well as sharing and taking turns. Children develop good language skills for their age. For example, young children read with the childminder. They point to pictures and identify an 'umbrella' and a 'red car'.

The childminder plans activities to help children learn about the natural world. For instance, children enjoy planting seeds and watching their tomato plants grow. Children take their plants home to grow with their parents. The childminder shares pictures of activities with parents and regularly updates them about children's well-being and development. Parents see the good progress their children are making with the childminder. They value the creative activities she plans and the childminder's dedication and caring nature.

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

- The childminder attends regular training courses and webinars to develop her knowledge and teaching skills. For example, she completed training that supported her to consider how she reads to children. This helped her bring different characters to life in stories and helps make reading fun and engaging for children. The childminder reads a variety of publications to keep her knowledge about legal requirements up to date.
- The childminder reads lots of books to children. She reads some books regularly so children can practise new vocabulary they learn. This helps children develop their early literacy skills and store new words into their long-term memory.
- The childminder plans activities that support children to learn early mathematical skills. For example, children enjoy counting different-coloured bears while they match and put them into different-coloured pots. The childminder is patient, encouraging children to verbalise the different colours and sizes of the bears. Very young children show good levels of understanding during these activities.
- The childminder plans activities that engage children and follow their interests. For instance, she plans trips to town on the bus for children who love transport.

This helps children develop an understanding of the world and explore the local community.

- The childminder offers plenty of visits when children first start at her setting. She works closely with parents to support children who struggle to settle. Parents appreciate how the childminder communicates with them regularly and updates them about the progress children make.
- The childminder encourages children to develop positive behaviour and celebrates their achievements. For example, when children count and identify colours she makes sure they receive plenty of praise for their efforts. This helps children develop good levels of self-esteem.
- The childminder works in partnership with parents and other professionals to identify areas for children's development. For example, she implemented new activities that help children to develop the small muscles in their hands. However, at certain times of the year, the curriculum for physical development does not offer sufficient opportunity for children to engage in exercise that raises their heartbeat and develops balance and coordination. This means children do not get the best opportunities to be healthy and develop skills such as running and climbing.
- The childminder helps children with their personal care needs in a timely manner. She is respectful and encourages children to identify when they need their nappy changed. The childminder supports children's independence skills, such as putting hand towels in the laundry and putting their shoes on.
- The childminder works closely with parents to ensure that children eat healthy and nutritious food. She meets with parents regularly to discuss special dietary needs. The childminder makes sure allergies and intolerances are catered for safely.

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 the curriculum to promote children's physical development all year round.

Setting details

Unique reference number	EY393267
Local authority	Hampshire
Inspection number	10363924
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 2009. She lives in Basingstoke, Hampshire. She operates Monday to Friday, 7.15am to 5.15pm, all year round. She provides funded early education for children aged two, three and four years. The childminder has a relevant level 3 qualification.

Information about this inspection

Inspector

Charlotte Foster

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector assessed the childminder's understanding of how to keep children safe.
- 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 inspector observed the childminder's interactions with children and invited her to evaluate an activity.
- Parents shared their views of the setting with the inspector.

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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