

Childminder report

Inspection date: 23 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder helps children learn how to keep themselves safe. For example, she reminds children of the importance of holding scissors correctly to keep themselves and others safe from injury. The childminder shows children potential hazards when using tools, such as tape dispensers, and demonstrates how to use these safely. Children demonstrate their understanding as they take care when pulling the tape away from the blade. This helps children develop an understanding of risk.

Children benefit from quality interactions that promote critical thinking and help them gain an understanding of new concepts. For instance, children choose to play with simple dinosaur jigsaw puzzles, but struggle to order the pieces. The childminder encourages children to think about their own body parts as they find the piece that connects to the dinosaur's head. She praises children's efforts and successes. This helps children to develop good levels of self-esteem.

The childminder has high expectations for children's behaviour. She models respect and kindness well, which children reflect in their own responses to each other. The childminder supports conflict between friends with calmness and understanding, helping children articulate their feelings and consider the impact their behaviour has on others. This helps children develop the skills they will need to form and maintain positive relationships.

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

- The childminder monitors children's progress closely and identifies their next steps in learning. However, she does not always plan her curriculum precisely to fully support these next steps. The childminder is not always quick to move children on in their learning when they are ready, but at other times, her expectations are too high. For example, the childminder introduces certain mathematical concepts, writing and phonics before children have gained all the essential building blocks to support these aspects of their development.
- Children develop a love of stories and rhymes. They enjoy cosying up with the childminder to read a favourite book. The childminder makes story times fully interactive and engaging. For example, she pauses at points in the story, allowing children to finish familiar phrases. The childminder regularly draws children's attention to the pictures as they make predication and consider how characters in the story are feeling from their facial expressions. This helps children develop their communication skills, vocabulary and knowledge.
- The childminder provides children with a wide range of experiences that teach them about the world around them, such as trips to the zoo and local green spaces. Children take pleasure in looking back through photo albums as they

recall and discuss activities they enjoy. These include exploring the inside of an aeroplane during a visit to an aviation museum. This helps broaden children's understanding and prepares them well for future learning.

- Robust hygiene routines promote children's health well. For instance, children learn about effective handwashing techniques as they put soap on their hands and create bubbles. They remember to clean in between their fingers and dry their hands thoroughly. The childminder engages children in regular discussions to support their understanding of healthy choices. For example, children learn that drinking water provides them with energy.
- Children have lots of opportunities to make connections in their learning. For example, after reading a story about a robot, children have a go at making their own. They giggle as they stick materials to boxes and add googly eyes to their creations. The childminder recognises when children find tasks tricky and encourages them to think critically. For example, she helps children consider why the robot is unable to stand up and what they may need to try to fix it.
- The childminder establishes a positive rapport with parents, providing advice and guidance on key themes, such as sleep routines and behaviour. Parents receive regular information and updates on their child's care and learning, including progress reports and what children will be learning next. This helps provide a consistent approach between home and the setting. Parents speak highly of the opportunities children have to explore the great outdoors.

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 implementation of the curriculum to more precisely support children's individual learning needs.

Setting details

Unique reference number	EY395131
Local authority	Hampshire
Inspection number	10317264
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	2 to 4
Total number of places	5
Number of children on roll	4
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 2009. She lives in Winchester and operates Monday to Thursday, from 7.45am to 5.30pm, all year round. The childminder holds a relevant qualification at level 3 and is in receipt of early years funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Paula Sissons

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 setting.
- The childminder and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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