

Childminder report

Inspection date: 5 July 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

Babies and children feel safe and secure in the childminder's home-from-home setting. They demonstrate close relationships with the childminder. Babies seek her out for cuddles and take toys to her. The childminder encourages children to build friendships. She actively teaches them about caring for one another. Children are happy and settled.

The childminder knows what she wants children to learn. She plans activities that follow children's interests, to build on their knowledge. For example, when children show an interest in trains, she uses this to extend their knowledge of colour and number. Young children quickly learn to name the different colours. The childminder offers children lots of praise and encouragement for their achievements. Children become confident and enthusiastic learners.

Children treat each other with care and respect. This is because the childminder has high expectations for children's behaviour. She clearly explains the importance of certain rules, such as why we should eat safely at the table. The childminder models good manners and children copy this. They frequently say please and thank you. Children have positive attitudes and behave well.

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

- The childminder supports children's growing vocabulary. She provides babies with new words to help extend their communication skills. Children confidently learn the words for a wide range of different fruits and vegetables at snack time. The childminder uses these opportunities to extend children's knowledge of healthy lifestyles. They learn about germs they cannot see and the importance of washing their hands. Children can also explain why they must brush their teeth. Children's knowledge of personal health is promoted.
- Babies' care routines are carried out with exceptional care and respect. The childminder giggles with them and plays games, such as peekaboo. The childminder is highly responsive to children's needs. She recognises when they have runny noses or are ready for a sleep. Babies and children are calm and happy during these care experiences. This supports their emotional security.
- Children enjoy purposefully planned learning, such as an 'under the sea' theme. The childminder provides children with information about sea creatures. She extends this by teaching children how litter can damage habitats on the sea bed. Children gain meaningful learning about the significance of caring for the environment.
- The childminder understands the areas of learning that her curriculum includes. She supports children to develop strong early mathematics skills. The childminder plans this carefully into her daily activities. For example, she

frequently counts with children and teaches them about shapes. At times, the childminder is less confident in supporting children's early literacy skills. For example, she does not always recognise when to further extend children's understanding of sounds and letters, to consistently promote this aspect of children's development.

- Children enjoy activities, such as playing with play dough. They explore with their senses as they stretch and squeeze it. The childminder models how to use tools, such as rolling pins, scissors and cutters. Children are absorbed in their activity as they pretend to make pizzas and ice creams. The childminder plays with them, introducing new shapes and ideas about what they can make. Children are engaged and motivated in their learning.
- Parents receive frequent information about their child's activities. They explain that they are pleased with the exciting trips that their children experience. For example, the childminder takes children to parks and playgroups to promote their physical and social development. However, when children attend other settings, the childminder does not collaborate with them, to find out about children's learning. Therefore, children do not always benefit from a shared approach.
- The childminder understands the importance of regular professional development. She completes courses that develop her knowledge and enable her to raise teaching standards. For example, the childminder recently engaged in training about the transition to school. This has enabled her to further support children preparing for the next stage in their education.

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 more consistently support children's early literacy skills
- develop partnerships with other settings that children attend to establish a shared approach to children's learning.

Setting details

Unique reference number	EY421576
Local authority	Hampshire
Inspection number	10350851
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	9
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2011. She lives in Fareham, Hampshire. The childminder operates Monday to Friday from 7am to 6pm. She holds an appropriate qualification at level 3. The childminder offers free entitlement funding for children aged two, three and four years old.

Information about this inspection

Inspector

Nicola Houston

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 childminder.
- The childminder told the inspector about her intentions for the early years curriculum.
- Parents shared their views of the childminder with the inspector.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between children and the childminder.

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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