

Childminder report

Inspection date: 11 September 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 enjoy the time they spend at the childminders home. They are happy, settled and show high levels of emotional well-being. The kind, caring and friendly childminder and any assistants she employs, provide a warm, welcoming and inclusive environment. They are committed to ensure that all children, including those with special educational needs and/or disabilities (SEND), have the same opportunities and experiences. Children make good progress from their starting points and enjoy their time with the childminder. They happily choose what they want to play with and are eager to investigate their surroundings. For instance, they explore a water feature in the childminder's garden and are keen to find out where the water comes from. They find this out by looking and using their hands to explore.

Children have a positive attitude to learning and have lots of fun as they play. They focus for prolonged periods and demonstrate a 'can do' approach when faced with challenges. For example, when younger children struggle to sit on a chair, they persist until they succeed. The childminder allows children to try different ways of doing things and gives them lots of praise and encouragement for their efforts. These positive interactions help children to develop resilience and a motivation to learn.

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

- The childminder, and any assistants she employs, focus well on helping children to acquire good communication and language skills. They engage in many conversations with children and ask them questions to see what they remember. Children speak with confidence and recall their past experiences, such as seeing a deer during a woodland walk.
- Regular observations enable the childminder to identify gaps in children's progress and provide targeted support. However, sometimes she does not always plan her curriculum precisely enough to help individual children to build on their existing knowledge and skills sequentially.
- The childminder provides lots of opportunities for children to learn about their wider world. For instance, they grow vegetables in the childminders garden to help them to understand where their food comes from. Children recognise features within the environment. For example, they comment that the sun has come out and tell others they need to move into the shade. At other times they notice that a tomato growing in the garden is ripe and therefore ready to pick.
- Overall, the childminder plans interesting activities for the children in her care. For example, children use natural resources, to make 'nature wands', from items they collect on woodland walks. However, she does not consider how these activities can be adapted to meet the individual learning needs of all children.

This leads to some younger children losing interest and not fully benefiting from the learning experiences.

- The childminder and any assistant's she employs have high expectations for children's behaviour and conduct. They acts as a good role models and set clear rules and boundaries to help children to develop an understanding of how their behaviour may impact on others. Children play harmoniously with their peers and solve simple conflicts independently. For example, they successfully negotiate who's turn it will be next to play with favourite toys.
- The childminder ensures that children's health and well-being are given high priority. Children benefit from lots of outdoor activities, such as playing in the garden, visiting the beach and lots of woodland walks. They follow robust hygiene practices and benefit from healthy meals and snacks.
- Partnerships with parents are good. The childminder communicates effectively with them. She keeps them updated on the development that children make, and the activities offered. Parents speak highly about the childminder and how happy their children are attending.
- The childminder, and any assistants she employs work well together as a team. They are committed to their ongoing professional development. Regular discussions between them enable them to evaluate what works well and identify areas for improvement. This helps to ensure that they can deliver a good quality of education to children in their care, and that all children, including those with SEND, achieve the best possible outcomes.

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 understanding to provide a consistently sequenced curriculum to fully support and extend children's learning
- consider more closely how to adapt activities to ensure all children, in particular younger children, fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY423814
Local authority	Hampshire
Inspection number	10359950
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 9
Total number of places	12
Number of children on roll	14
Date of previous inspection	20 December 2018

Information about this early years setting

The childminder registered in 2011 and lives in Fleet, Hampshire. She works with an assistant. The childminder provides care for children Monday to Friday from 7.30am to 6.30pm, for most of the year. She receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector spoke with the childminder and any assistants she employs at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.

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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