

Childminder report

Inspection date: 23 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

The childminder creates an appealing curriculum which helps to motivate children to actively explore. As new children join her setting, she invests time to get to know them. This includes each child's abilities, likes and dislikes. The information she gains supports children's education and care effectively. The childminder's kind and loving approach helps children to feel safe and at home. Children confidently move around and initiate their own play with growing confidence.

The childminder carefully guides children through the routines of the day to help familiarise them with what is happening next. For example, children begin to understand how the hygiene practices they follow contribute to their good health. Children learn to wash their hands before eating. They learn other ways to keep themselves fit and well, such as when they climb and jump on large equipment at the park or go on walks in the local area. These activities help to increase children's stamina, coordination and control.

Children listen carefully and respond well to the childminder's high expectations for behaviour. They follow her calm manner, which helps children to engage well and be productive. Children display impressive social skills as they proudly show the things they like to new visitors, such as a voice-activated device that plays their favourite songs. They show an impressive use of commands to activate this device to play their song requests.

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

- The passionate childminder is highly committed and strives for continuous improvement. She is very enthusiastic about completing webinars and training courses to benefit children's learning further. For instance, following a course on teaching early mathematical concepts, she has identified the knowledge and skills children need to achieve in a step-by-step way to meet an end goal. This has helped to refine her planning of the mathematics curriculum, such as helping children to recognise and make patterns before moving on to completing puzzles.
- The childminder is knowledgeable about how to successfully support children's communication and language skills. She provides a language-rich environment. The childminder skilfully models key words and phrases for children to hear and process as they play. In addition, she reads stories that children select and sings action songs. Children remember the words and begin to apply them in similar situations. In this way, children develop a wider vocabulary.
- Children benefit from regular visits to various places in the local community. For instance, they get opportunities to play with children in other childminder settings and choose new books from the local library. They learn to share, take

turns and play cooperatively at playgroups they attend. These experiences and the skills they learn support children to get used to being in larger groups. This helps to prepare them for their eventual move to school.

- As inquisitive learners, children eagerly ask the childminder questions about new things they observe. For example, they notice a world map on the wall and want to know more. They listen intently to the childminder as she expands their knowledge, describing the features such as telling them that the blue parts are water around the countries. She shows children the British Isles on the map and explains that this is where they live. Children add comments such as 'it is tiny'. This helps them to develop a sense of the world around them.
- The experienced childminder has a secure understanding of how young children learn. She applies this knowledge to plan a variety of activities that support children's good progress. However, at times, the intention of what she wants children to learn is too broad and covers too many concepts in one go. On these occasions, the childminder does not plan precisely enough for individual children so that her teaching builds on their existing knowledge and skills. This practice does not help to fully maximise children's learning.
- Partnerships with parents are strong. On an ongoing basis, the childminder works closely with parents to develop like-minded strategies that meet children's care needs successfully. Parents value the childminder's support, particularly the way she assists children to smoothly adapt from one setting to another. The constant photographs and videos the childminder sends parents give them ideas of things they can replicate to support their children's learning at home. This shared approach helps children's continual development and progress.

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 planning and delivery of activities with a clear focus on intended learning outcomes for individual children.

Setting details

Unique reference number	EY438282
Local authority	Hampshire
Inspection number	10359966
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 2011. She lives in Chineham, Basingstoke. The childminder works Monday to Thursday, from 8.30am to 5.30pm, all year round. She is eligible to receive funding to provide free early education for children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development and how she organises her provision.
- Children spoke with the inspector during the inspection.
- 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 carried out a joint observation of a group activity with the childminder.
- Parents shared their written views of the setting with the inspector.
- 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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