

Childminder report

Inspection date: 6 July 2023

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 show that they feel happy, safe and secure in the childminder's care. The childminder is calm and caring and provides a home-from-home environment. Children exhibit self-assurance as they confidently engage in two-way conversations with the childminder and involve her in their play. For instance, the childminder pretends to sell ice creams to them. Children politely ask for strawberry ice cream with sprinkles on the top.

Children are polite, kind and use good manners. The childminder acts as a positive role model and has high expectations for children's behaviour and conduct. She sets clear rules and boundaries so that children know what she expects of them. For instance, children know that they must hold the childminder's hand when walking to and from school, as this helps to keep them safe.

Children demonstrate a positive attitude to learning and successfully develop the skills they will need for the future. The childminder encourages them to persevere and see tasks through to the end. For instance, when children write messages in birthday cards, she gives them lots of praise to keep them motivated. Children display good writing skills, maintain focus on activities for prolonged periods and show pride in their accomplishments.

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

- The childminder has a good understanding of how children learn and develop. She completes regular assessments to check that they are making good progress and identify any emerging gaps. This enables her to plan an effective curriculum, based on what individual children need to learn, including providing targeted support when needed.
- Partnerships with parents are effective. The childminder has regular conversations with them to discuss the activities that children have enjoyed. Parents comment that the childminder communicates effectively with them about their child's progress, including suggesting ways on how to support learning at home. These positive relationships help to ensure continuity in children's care and learning.
- The childminder has successfully embedded mathematics into her curriculum. Children show that they have a clear understanding of size, measure and counting. For instance, they talk about small and large bells and count during everyday activities.
- Children use their imagination well as they engage in role play for prolonged lengths of time. For example, they pretend to visit the beach in their 'caravan' and tell the childminder that the children are sleeping as it is nighttime.
- Overall, the childminder uses effective teaching strategies to extend children's

existing knowledge. For example, when children become confused about what reversing means, she explains it means going backwards. However, she does not always make the most of all opportunities to extend the most-able children's learning to the highest level. For instance, when children comment that a white feather cannot be used on white card, she does not encourage them to explore their ideas and make links to previous learning and experiences.

- The childminder is highly reflective in her practice and shows a genuine passion for supporting children and their families. She recognises the impact that the COVID-19 pandemic has had on children's mental health. Since her last inspection, she has completed targeted training to help her to identify the signs that children may need extra support to safeguard their emotional well-being.
- Children have good opportunities to learn about the wider world. For example, they have access to exciting resources, such as bongo drums and an astronomical telescope. Children confidently tell visitors that this enables people to clearly see the moon and stars when it is dark outside.
- The childminder provides an environment that promotes children's understanding of leading a healthy lifestyle. She ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. Children benefit from healthy meals and snacks and follow robust hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help. The childminder knows the relevant agencies to contact for guidance. She attends child protection training and is aware of the correct procedure to follow should there be an allegation. The premises are secure and the childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- extend learning more consistently, particularly for the most-able children, to help them recall and build on their learning further.

Setting details

Unique reference number	EY462289
Local authority	Hampshire
Inspection number	10295483
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	4 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 December 2017

Information about this early years setting

The childminder registered in 2013. She lives in Romsey, Hampshire. The childminder provides care each weekday from 7am to 9am and from 3pm to 6pm during term time, and from 7am to 6pm during school holidays. She receives funding to provide free early education for children aged four years. The childminder holds a qualification at level 3 in childcare.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the setting.
- The childminder showed the inspector all areas of her home that she uses for childminding and explained how she organises her space and resources to meet children's care and learning needs.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector asked the childminder questions during the inspection to establish her understanding of how to safeguard children.

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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