

Childminder report

Inspection date: 20 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 and her co-childminder provide a warm and nurturing home-from-home environment. Children demonstrate they feel safe and secure and confidently engage in play with their friends. They show high levels of curiosity and absorb themselves in activities such as collecting treasure from around the garden. The childminder uses children's interests to extend their learning. For example, she encourages them to describe what they have found, which supports their developing language and vocabulary.

The childminder provides a range of experiences to enhance children's learning across all areas of the curriculum. For instance, she takes children to story time at the library, which gives them opportunities to socialise with others. Children enjoy trips to local woods and discovery centres, where they learn about nature and the natural world. Children also delight in new experiences, such as outings to the beach and the zoo. This supports their understanding of the wider world.

The childminder is calm and patient and sensitively reinforces positive behaviour. She gives children gentle reminders to share and take turns as they engage in their activities. Children negotiate well and complete tasks together, such as tidying away toys. They are developing the skills they need ready for school.

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

- The childminder demonstrates a good understanding of how children learn and develop. Regular assessments enable her to swiftly identify any emerging gaps in children's learning. The childminder works closely in partnership with other professionals, local schools and early years settings. This ensures all children, including those with special educational needs and/or disabilities, receive targeted support and make good progress.
- The childminder recognises children's early interest in number. She uses a wide range of strategies to encourage them to count beyond what they already know. However, the childminder does not foster opportunities to challenge them further, such as to support their understanding of size and measure, to extend their early mathematical learning.
- The childminder supports children's literacy skills well. Children show pride in their achievements as they learn to recognise letter sounds. They enjoy drawing using a variety of media, and with support from the childminder, they practise writing their name on their artwork.
- Children give their favourite books to the childminder to read. The childminder uses strategies such as props to help bring stories alive. She encourages children to recite words and recall what happens next. This also helps to promote children's listening and attention skills to a good level.

- Partnerships with parents are strong. The childminder informs them about children's development and areas that she is focusing on. She gives them guidance on how to continue their child's learning at home. This helps children experience continuity in their care and learning.
- Children benefit from plenty of fresh air and exercise. The childminder takes them to local parks, where they practise new skills on larger play equipment. Children enjoy spending time in the childminder's well-resourced garden. They build on their stamina as they dig in the sand and enthusiastically lift pots to hunt for bugs.
- The childminder encourages children to lead a healthy lifestyle. She teaches them the importance of washing their hands, such as after touching bugs in the garden. Children confidently identify foods that are good for them. They demonstrate a good understanding of how to use tools safely as they cut up their healthy snacks.
- The childminder acts as a positive role model. She places a strong focus on children's personal, social and emotional development. For example, she helps them to express how they are feeling. Children show they are learning how to manage their emotions. They willingly share, hold two-way conversations and play harmoniously alongside their peers.
- The childminder regularly reflects on her practice to make improvements. She takes a positive approach to developing her skills. She completes training to help update her knowledge and considers how she can use this to benefit the children in her care. For example, following training, she has introduced a variety of strategies to help children learn how to regulate and manage their emotions.

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 opportunities for children to explore their early interest in mathematical concepts to further encourage this area of their learning.

Setting details

Unique reference number	EY469917
Local authority	Hampshire
Inspection number	10359998
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	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2013. She works with another childminder and works from her co-childminder's home, situated in the Rooksdown area of Basingstoke, Hampshire. The childminder offers care Monday to Friday from 7.30am to 5.30pm, for the majority of the year. She offers funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 4.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took into account of the written views of parents.
- 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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