

Childminder report

Inspection date: 25 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

Children are confident and content in the childminder's home. The childminder is attentive and successfully meets the children's care needs. Children feel secure and they enjoy the childminder's and each other's company. They are comfortable and share their thoughts and opinions. The childminder is caring and listens intently to what the children say. This helps children feel valued and builds their self-esteem.

The childminder knows the children very well. She considers their interests when planning a wide range of inspirational activities. For example, she supports learning well when she makes fruit kebabs with children. Initially, children explore what the fruit looks and feels like in its whole form. The childminder gives the children kiwis, pineapple, peaches, and mangos to hold. As a group, they discuss and compare the different sizes and weights of the fruits. This supports their mathematical understanding. The childminder provokes their imaginations and says she wonders what the fruits look like inside. Children experience awe and wonder as they skilfully use safety knives to cut the fruits in half. They improve their physical development as they use one hand to hold the fruit in place and use the other hand to cut it in half.

The childminder has high expectations of children's behaviour. She teaches them core values, such as being polite and kind to one another. Children behave well and learn in a calm, respectful environment.

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

- The childminder demonstrates positive leadership and management. She obtains detailed information about children and works to a high standard. The childminder is passionate about her role and the significant impact she has on children and their families' lives. She seeks to build on her knowledge through training, reading, and research. The childminder's determination to provide good care and education means children become successful learners and make progress.
- The childminder has a well-planned curriculum that meets the individual needs of the children. She implements the intention for the children's learning well through her thoughtful interactions and considered activities. Children have access to learning in all areas. The childminder's careful observations help her understand what children know and areas where support is needed. She gains an evaluative overview of where children are in their learning. She shares her assessments of children with parents and other professionals where needed. Children have strong foundations for learning.
- The children enjoy listening to stories. The childminder reads to children with excitement and children listen with real interest. They are developing a love of

books. When reading to the children, the childminder runs her finger along the writing, showing children that the words give her the information to tell the story. Children are developing skills they need for early literacy.

- The childminder has effective systems in place to ensure the children are safe as they play and explore. She continuously risk assesses both the indoor and outdoor environment for possible hazards or dangers. The childminder puts appropriate rules and boundaries in place for the children to follow. This helps children understand what is expected of them. The children respect and listen to what she says. For instance, while running outside, they stop, listen, and wait when the childminder asks them to. The children demonstrate that they trust the childminder, and they feel safe in her care.
- Overall, the childminder supports communication and language well. She encourages children to engage in discussions with one another, and teaches them to pause, listen and wait their turn to speak. They are developing an understanding of conversational cues as they share back and forth interactions. However, at times, the childminder does not support the youngest children's developing speech fully effectively. For instance, she does always make sure they hear the correct pronunciation of words.
- The childminder prioritises parent partnership and values their views and opinions. She makes full use of the relationships she has formed to encourage continued learning in the children's homes. Additionally, the childminder makes connections with other settings and professionals to ensure learning is consistent. This raises the quality of education that the children receive. Parents are keen to express their gratitude for the care and learning opportunities their children have while being with the childminder.

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 skills in supporting the youngest children's emerging vocabulary to support communication and language even further.

Setting details

Unique reference number	EY471828
Local authority	Hampshire
Inspection number	10353034
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	7
Date of previous inspection	15 April 2019

Information about this early years setting

The childminder registered in 2013. She lives in Basingstoke, Hampshire. The childminder works Monday to Thursday, from 8am to 5.30pm all year round. She holds an appropriate home-based childcare qualification. The childminder is registered to receive funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelley Ellis

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to 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 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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