

Childminder report

Inspection date: 5 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel secure and happy in a welcoming and well-organised environment. Children new to the setting benefit from gradual settling-in sessions, which helps new babies to settle quickly. Children are reminded about the house rules and about what type of behaviour is expected. They are polite, courteous and have a positive attitude to learning. Children have opportunities to care for the childminder's guinea pigs and they talk excitedly about holding them and what they are able to feed them.

The childminder has high expectations for what children can achieve and makes good use of her interactions to guide and extend their learning. Children take part in activities that follow their interests and meet their needs well. For example, children show pleasure in listening to familiar stories. Furthermore, they enjoy books that link to activities and themes. Children talk about the importance of oral hygiene and learn correct brushing techniques. The childminder builds on what children already know and can do. For example, children have opportunities to learn new vocabulary, such as 'cavities', and extend their knowledge of taking care of their teeth. They develop an understanding of what happens when visiting the dentist through books, word games and exploration. Children learn about healthy foods. They know that fruit and vegetables will help their bodies to grow.

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

- Children become increasingly independent. They are confident to put on their own shoes and wash their hands. Children are able to choose what they would like to play with from a wide range of resources. The childminder knows the children well and offers support and encouragement when needed. She gives children time to practise and embed new knowledge and skills, to prepare them for the next stage of their learning.
- Children's language development is promoted well. They hear a wide and varied range of words as they talk with the childminder. Older children have learned to recognise and to sound out letters from their name and from familiar words within the environment. The childminder carefully selects interesting books that ignite children's curiosity and promote discussion. Children accurately remember and confidently discuss key events and familiar phrases from books they enjoy. The childminder asks children lots of questions to promote their thinking skills.
- The childminder models counting well. However, she has not considered extending children's knowledge, understanding and language for mathematics further, for example through shape, space and measure.
- The childminder encourages children to treat each other with kindness and respect. The childminder has effective ways of promoting positive behaviour and boosting children's self-esteem. Children learn about similarities and differences

between themselves and other people. They are learning to understand the importance of equality and diversity.

- The childminder regularly talks with all parents about children's development. Although some procedures for information-sharing have changed, due to the COVID-19 (coronavirus) pandemic, parents still feel involved. They are very happy and complimentary of the childminder. The childminder carries out progress checks for children aged between two and three years and shares these with parents. However, these do not clearly communicate the next steps in the child's learning.
- The childminder works well in partnership with other providers that children also attend. She shares information regularly about children's learning. This helps to provide children with consistency in their care and learning.
- The childminder reflects on her practice well to identify what is working well and how she can improve. She gathers parents' and children's views to help her to evaluate the service she provides. The childminder completes a wide range of online events and training, which helps to develop her knowledge and skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her role and responsibilities in keeping children safe. She attends regular training to keep her knowledge about safeguarding up to date. The childminder identifies possible signs of abuse and she knows what to do should she have any concerns about a child's welfare. The childminder is knowledgeable about wider safeguarding issues, such as the 'Prevent' duty and the risk to children of being exposed to extreme views. The childminder holds a current paediatric first-aid certificate. She is able to care for children in the event of an accident or incident.

What does the setting need to do to improve?

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

- enhance the opportunities for children to build on and practise their mathematical skills and understanding
- improve the quality of the progress check for children aged between two and three years so that any areas where children may not be developing as expected are more clearly highlighted to support their learning at home.

Setting details

Unique reference number	EY562512
Local authority	Hampshire
Inspection number	10198661
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 11
Total number of places	5
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Southampton. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 this into account in their evaluation of the setting.
- The inspector had a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including children's records and evidence of paediatric first-aid training.
- The inspector took account of the children's and parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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