

Childminder report

Inspection date: 7 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 show exceptional behaviour. They are polite and friendly to everyone. Children demonstrate kindness and respect towards each other. The childminder and the children listen to one another well and highly value what each other says. Children include everyone in their play from the youngest to the oldest. For example, they take part in a 'potions' activity together and make sure that everyone has a go. They help each other share out the ingredients fairly. The younger children learn new vocabulary from the older children and the childminder as they play.

The childminder is aware of the children's backgrounds and individual needs. She uses this information to plan their days. For instance, children take regular trips to the park, woods and local gardens to develop their physical skills.

Children understand how to keep themselves healthy. They talk knowledgeably about needing sun cream because of the sunny weather. Children excel at being independent. The childminder frequently praises children for their efforts. Young children confidently show how they put on and take off their own wellington boots. They excitedly 'high five' the childminder following their achievement.

Children take pride in their surroundings and are keen to look after their garden. They keenly water the flowers and the vegetable patch. Children excitedly show visitors their plants and say that water means 'they grow!'. They enthusiastically show off their work to the childminder. For instance, they make superheroes out of play dough and loose parts and talk animatedly about their creations with the childminder.

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

- Children engage well in their play and learning. The childminder builds a curriculum that is challenging for each unique child. She uses children's interests to extend and challenge their learning. For example, as children's vegetables grow, the childminder introduces books about vegetable superheroes. The children listen attentively and can recall the story well.
- The childminder has strong parent partnerships. She regularly shares information with the parents about children's learning. Parents say that the childminder is an 'invaluable source of advice'. They comment that their children always come home 'full of smiles'.
- The childminder values the importance of professional development. She frequently accesses courses to further extend her knowledge.
- The childminder has a good system of self-evaluation. She uses this to make effective change in her provision. For instance, she has introduced more

diversity into the children's resources. This helps to expand children's knowledge and understanding of differences in the wider world.

- The childminder has exceptionally high expectations of children and their behaviour. She carefully builds on children's learning so that they learn how to take turns and resolve conflicts independently.
- The childminder is aware of the risks of children using online technology. She supervises children's use of this in the setting and talks about some of the potential risks involved. However, she does not consistently enhance children's understanding of how to deal with things they may come across online.
- Children make good progress from their starting points. The childminder has high ambitions for the children. She is aware of the impact of the COVID-19 (coronavirus) pandemic on children's personal, social and emotional development. The childminder skilfully supports children in this area, which has a positive impact on their progress.
- The childminder has very good partnerships with local pre-schools. This means that children are well supported when they leave her care and move on to pre-school. For example, she shares comprehensive information about children's development with the pre-school staff.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She knows the signs and symptoms that may show children are at risk from harm. The childminder is aware of the wider aspects of safeguarding, for example the different forms of radicalisation that children may face. She is confident in who to report concerns to and the procedures to follow. This includes what to do if there are any allegations made against herself. The childminder keeps her knowledge up to date and attends regular safeguarding training. She keeps accurate records, for instance of prior injuries, to help keep children safe.

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 develop their knowledge of potential risks when they use technology to access the internet.

Setting details

Unique reference number	EY552563
Local authority	Hampshire
Inspection number	10133862
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Romsey, Southampton. The childminder provides care for children Monday to Thursday during term time.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the 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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