

Childminder report

Inspection date: 11 November 2021

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| 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 | Not applicable |
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What is it like to attend this early years setting?

The provision is good

Children have fun and show great enjoyment when they engage in a wide range of purposeful play activities. They are well supported by the childminder, who has a clear understanding of how to help young children learn. Children are very happy and content in the home of the childminder. They demonstrate that they feel safe and secure, such as when they snuggle close to an assistant and look at their favourite books. Children are busy and motivated learners, who show excitement in their play and learning. They know the routines of the day extremely well and show high levels of focus and concentration during their activities. For example, two-year-olds jump up and down enthusiastically when they decide to paint for the second time and go into the garden to use the paintbrushes. The childminder carefully ensures that the activities she plans focus on developing children's key skills in speaking, understanding and hand-eye coordination. Children's behaviour is good. The childminder has very clear expectations of children in all areas of learning, but particularly regarding their behaviour and being kind to others. Children identified as requiring additional help in their learning are supported well by the childminder.

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

- The childminder's curriculum is ambitious, with clear aims for children to gain the knowledge and skills they need for their future lives. There is good emphasis on children's communication and language skills, through exciting learning experiences. Children who speak English as an additional language are fully supported. For example, the childminder organises regular trips in the local area to parks, woodlands and to the market, and uses familiar words in children's home language. This helps them to feel included and to learn quickly.
- The childminder has a strong knowledge of each child's individual care and learning needs and knows how, with her team of assistants, they will meet them. The childminder observes children closely, which helps her know what they need to learn next. She then plans specific activities targeted to help them develop. For example, children learn how to make green play dough. They listen well, follow instructions, build up their vocabulary and practise using different hand muscles when they handle the equipment.
- Potty training for two-year-olds is given high emphasis by the childminder, with successful results. The childminder's excellent communication with parents helps ensure there is a good, joint partnership when supporting children in their self-care.
- Partnership with parents is very strong. Parents are very complimentary about the childminder and her assistants. They report that the childminder has a natural, kind and caring approach and that their children have 'come on leaps and bounds and learned so much'. The childminder makes sure she keeps

parents fully informed about their child's development. She encourages the parents to carry on the learning at home.

- The childminder is very confident with multi-agency working and helping children gain the support they need. For example, after completing the progress check on two-year-olds and identifying children who are below expected levels of development, she will accompany parents to see the health visitor. She uses her good understanding of child development to challenge professional assessments of children and will seek further help and support. For example, when needed, she liaises with the special educational needs adviser at the local authority and puts in referrals for speech and language therapy.
- The childminder and her assistants place good emphasis on children developing strong relationships and friendships with others. They are good role models; they encourage positive behaviour, politeness and turn-taking during the activities and routines. For example, during the well-managed, family-style lunchtime children say what fruit they would like, when presented with three different types.
- The childminder knows what she does well and recognises areas for improvement. She ensures her assistants attend relevant training and together they discuss various safeguarding research. However, the childminder's programme for their professional development is not specifically tailored to improve the assistants' knowledge or teaching skills. For example, on occasions their interactions with children lack key vocabulary the childminder wants children to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very clear understanding of her responsibilities to safeguard children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice or a referral. She has an in-depth understanding of wider issues of safeguarding and whistle-blowing. The childminder shares her good safeguarding procedures with her assistants, who demonstrate an understanding of what to do if they were worried about a child or adult in the setting. The childminder has recently improved her recruitment and vetting procedures when employing a new assistant.

What does the setting need to do to improve?

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

- strengthen the training, support and guidance given to assistants to help further develop their knowledge and skills linked to their role.

Setting details

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| Unique reference number | 2519561 |
| Local authority | Hampshire |
| Inspection number | 10210210 |
| 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 | 2 to 4 |
| Total number of places | 18 |
| Number of children on roll | 18 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2019. She lives in Hythe, near Southampton. The childminder also works with assistants. She offers her service Monday to Thursday from 8am to 6pm for most of the year. The childminder receives government funding for free early education places for two-, three- and four-year-olds.

Information about this inspection

Inspector

Lorraine Wardlaw

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 inspector carried out a joint observation with the childminder.
- The childminder and the inspector completed a learning walk together.
- One of the assistants had a discussion with the inspector.
- Parents gave verbal feedback to the inspector about the setting.
- Relevant documentation was sampled by the inspector.

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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