

Childminder report

Inspection date: 29 November 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

The childminder provides children with a happy and relaxed environment. Children feel safe and secure and are happy in the setting. They form strong bonds with the childminder and respond well to her caring and nurturing approach. Children have plenty of fresh air and exercise and have many opportunities to learn about the natural world. For example, they enjoy walks in the community, such as to local woods and parks. They regularly explore nature and wildlife at the nearby pond and nature reserve.

Children are very familiar with where resources are kept. They confidently make their own choices and help themselves to toys that capture their interest. They demonstrate this as they select a variety of musical instruments and investigate the different sounds they make. The childminder has high expectations for children and gives them time to explore their own ideas. For example, children are inquisitive and interested to learn and they pretend to go shopping. They find baskets, play food and bags and demonstrate good imaginative skills as they act out their roles. The childminder is a good role model and teaches children how to share and take turns as they engage in their play.

The childminder builds on children's understanding of the wider world well. She teaches children to have consideration for others and respect their differences. Children have opportunities to travel on buses to local community groups. They interact and enjoy music sessions alongside other children. This helps to build on their social skills in preparation for nursery or school.

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

- The childminder observes children regularly. Overall, she is clear about what she wants children to learn. However, when delivering some activities, she does not focus precisely on what she knows about children, particularly for those children who speak English as an additional language. For instance, on occasion, she does not use the resources she has available to help maximise and support children in developing their speech and vocabulary in both languages. Nonetheless, the childminder sensitively joins in children's play and frequently praises them. This helps children to develop high self-esteem and feel confident in the environment.
- The childminder builds on children's understanding of how to stay safe. Children behave well and demonstrate good manners. They follow instructions, for example to sit properly on chairs while eating. Children cut up their fruit and learn how to use knives safely. The childminder provides children with their own bedding when sleeping, and she encourages them to wash their hands before eating. This helps to protect children against the risk of infection.

- The childminder supports children's health and well-being effectively. She provides children with a balanced menu and a range of fresh home-cooked meals and healthy snacks. Parents' feedback shows that the childminder works closely alongside them to find out information about their children's dietary and welfare needs.
- The childminder keeps parents well-informed about their children's progress. She consistently exchanges information that helps them support their children's learning at home. The childminder works well with professionals at other early years settings that the children attend. This helps to ensure continuity in children's care and ongoing development.
- The childminder regularly evaluates the quality of her provision. She ensures that she keeps up to date with changes to the latest guidance and legislation, such as reforms to the early years foundation stage. The childminder is ambitious and demonstrates a genuine enjoyment of her work. She recognises the important part she plays in helping children prepare for future learning, and she plans to complete further training.
- The childminder plans purposeful activities to support children's fine and gross motor skills. For instance, children focus intently as they carefully wash and dry their dolls. They learn to manage buttons and buckles as they clip the dolls into the baby carrier. Children have daily opportunities to manipulate different materials, such as play dough. This helps to build strength in their hand muscles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She ensures she keeps her knowledge up to date relating to safeguarding issues. The childminder recognises the signs and symptoms of abuse and knows what to do and who to contact if she has concerns about a child. She teaches children how to manage their own risks effectively. For example, children practise emergency evacuation procedures to help them understand what to do should a situation arise. Out in the community, children learn how to cross roads safely and how to stay safe around water.

What does the setting need to do to improve?

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

- provide further support for those children who speak English as an additional language, to help develop their speech and understanding of vocabulary in both languages.

Setting details

Unique reference number	2526817
Local authority	Hampshire
Inspection number	10208320
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Fleet, Hampshire. She operates Monday to Friday, from 7.45am to 6pm, for the majority of the year. The childminder holds an appropriate level 3 childcare qualification.

Information about this inspection

Inspector
Jane Franks

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 provider.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The childminder and the inspector reflected together on children's learning during activities.
- The inspector took account of the views of parents provided in writing and on the telephone.
- The childminder and the inspector held discussions at appropriate times and reviewed some relevant documentation together.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.

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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