

Childminder report

Inspection date:

26 January 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

A child-centred play-based approach is at the heart of this childminder's setting. The childminder provides an attractive and stimulating environment for children. Children are clearly happy, settled and engaged in their play and activities. For example, they enjoy reading stories and singing nursery rhymes as a group with the childminder.

Children take part in a wide range of activities. They spend a great deal of time outside in the expansive garden. The children enjoy being physically active and thoroughly enjoy learning about nature and animals. For example, children made bird feeders, stroked a pet rabbit and learned how to care for it.

Children are confident to lead their own learning and make choices about what they want to play with or do. Overall, children develop some independence appropriately. For instance, older children are encouraged to wash their hands themselves before lunch.

There are high expectations for the children to make the best possible progress. They are praised for using good manners. For example, children receive positive praise when they politely ask to use the toy trikes in the garden. Children are given clear explanations about how to use resources safely, for example when they climb into a pirate boat.

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

- The childminder and her assistant form close attachments with the children and successfully develop their confidence. They nurture and comfort children and provide them with a calm, caring environment that meets their individual needs well.
- The childminder and her assistant understand what they want children to learn and closely monitor their development. They provide suitable activities to support children's learning and development. However, on occasion, the childminder does not consider how to further extend and challenge all children's learning. For instance, when children of various ages learn to count during group activities. Children do have access to many resources to support their early counting skills. The childminder and her assistant make good use of daily routines to promote children's counting skills. For instance, the assistant counted out a child's raspberries and raisins with them at lunchtime.
- The childminder successfully supports children to behave well. She helps children learn to take turns and share the resources with others. For example, when children played in the garden, they shared the paintbrushes and took

turns when making marks on chalkboards. The childminder supports children's understanding of the world. For instance, she takes children for forest walks and to the beach.

- The childminder works well with parents. She asks them for information that helps her to understand and continue children's care and learning needs on entry to the setting. Parents are happy with the service offered by the childminder and the feedback they receive about their children's learning and development. They report that they 'like the home-from-home environment'.
- The childminder provides good support for children with special educational needs and/or disabilities. She liaises with other professionals involved with children and their families. For instance, the childminder uses the information shared to provide continuity and reduce gaps in children's language development.
- The childminder continually improves her professional development and outcomes for children. For example, she completes training that helps her to support children's speech and language development. However, she does not consider how to further support her assistant's professional development.
- The childminder supports some aspects of children's independence. However, she does not consistently encourage children to learn to do more things for themselves. For example, she does not encourage them to put on their coats and shoes by themselves.
- The childminder supports children's development well, indoors and outdoors. For example, she provides resources that encourage children to play imaginatively and develop their physical skills. During the inspection, children engaged in role play and enjoyed taking wheeled toys to the petrol station and using a tool station to pretend to mend the cars while outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children closely so that they are within her sight and hearing. She regularly checks on children when they go into the adjacent room. She ensures that the care of her pets is managed safely and she teaches the children to treat the pets respectfully. The childminder and her assistant understand their safeguarding responsibilities. They understand how to identify and manage concerns about children's welfare, including those relating to a wide range of safeguarding matters. The childminder is confident in the action to take should she have concerns about children. She understands where to obtain advice and how to make referrals.

What does the setting need to do to improve?

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

- extend and challenge children's learning and development further, to ensure they experience consistently high-quality learning, to help them gain the skills they need for the future
- develop the coaching and support for the assistant to continually develop their practice and skills, to help raise the overall quality of the provision for children
- consider more ways to help children learn to do things for themselves to support their independence.

Setting details

Unique reference number	150927
Local authority	Hampshire
Inspection number	10136289
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 2
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 March 2016

Information about this early years setting

The childminder registered in 1992. She lives in Fareham, Hampshire. She operates her service all year round, from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder and her assistant both hold qualifications at level 3.

Information about this inspection

Inspector

Nicole Atkinson

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 explained her curriculum intentions and what she wants the children to learn.
- Discussions were held with the childminder and her assistant at appropriate times during the inspection.
- The inspector obtained some parents' views through discussions and some through written feedback.
- Children talked to the inspector about their interests.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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