

Childminder report

Inspection date: 3 May 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder and thrive in the calm and child-centred environment. The childminder responds to children with warmth and care. This helps them to feel respected, valued and safe. Children are making meaningful friendships with their peers. For example, they notice when a friend does not have a spade when digging and offer to share theirs. Children are calm, polite and demonstrate good attitudes towards learning as they concentrate on tasks for extended periods. They develop an understanding of their emotions as they share old photos with each other. They study their facial expressions and discuss how they may have been feeling at the time.

The childminder has high expectations for children's learning. She plans resources and activities around individual children's interests. She knows children very well and uses all information available to extend their learning. For instance, while playing with the trains, a child asks, 'where is the train is going?' The childminder repeats the phrase back to the child, who tells her the train is going to the 'museum'. The childminder asks skilful questions to test the child's prior knowledge. They then discuss what they might find in a museum and recall previous trips. This helps to ensure that children's knowledge is secure.

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

- The childminder regularly reflects on her own practice. This enables her to respond to any potential weaknesses in her knowledge. She is proactive and addresses these swiftly through training and liaison with other agencies. For example, she previously identified a variation in children's speech and language, as a result of the COVID-19 pandemic. She spoke to professionals and sought advice to enhance her teaching in this area. Due to her attention to her own skills, children are quickly catching up with their peers. The childminder works very closely with parents, who report positively on the high level of care children receive.
- The childminder uses what she knows about children and provides activities and resources to enhance their learning. For instance, she provides books on airports and toy aeroplanes to support children who are going on holiday. Children practise new vocabulary, such as 'x-ray' and 'terminal', as the childminder explains what these words mean. However, on occasion, the curriculum intent is too broad. Although all children are making good progress, the learning intentions for some activities are not precise enough to maximise children's learning at every opportunity.
- Children are developing an understanding of early mathematical concepts. For example, they decide how many pieces of apple they would like at snack time. They count as they place the slices of apple on their plate until they have the

amount requested. Children recognise that others have the same number of slices as their age.

- Children have lots of opportunities to develop their gross motor skills as they confidently climb up and down slides, run and balance. The childminder uses children's interests to extend their physical skills. For instance, children who have an interest in trains practise their balancing skills as they walk along a toy track. Children learn about the local community. They explore the natural world, visit libraries, forests and green spaces. The childminder recognises the importance fresh air and physical exertion have on children's mental health.
- Children are starting to develop an understanding of the world. They use pictures to identify and name flowers such as 'daffodils', 'forget-me-nots' and 'bluebells'. Children show curiosity and great interest as they find a snail in the garden. Even the youngest children show care as they 'stroke' the snail and consider why the snail 'shrinks in' when they touch it.
- The childminder provides lots of opportunities for children to develop their independence skills. For example, children use mirrors to successfully clean themselves after eating. They concentrate intently as they turn a tap and fill watering cans after planting sunflower seeds. Children display good levels of confidence and self-esteem. As a result, they are well prepared for their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the local safeguarding partnership procedures. She demonstrates clear knowledge of the signs and symptoms of potential abuse and the action to take should she have a concern about a child's welfare. She uses effective risk assessments to identify and minimise potential risk to children. This includes consideration of pets. The childminder provides a safe and secure environment where children flourish.

What does the setting need to do to improve?

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

- strengthen planning to ensure that learning intent is precise for individual children to enable them to make the best possible progress.

Setting details

Unique reference number	EY463202
Local authority	Hampshire
Inspection number	10108854
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 5
Total number of places	4
Number of children on roll	5
Date of previous inspection	15 January 2014

Information about this early years setting

The childminder registered in 2013 and lives in Netley Abbey, near Southampton, Hampshire. She operates during term time from 7.45am to 17.15pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- This was the first routine inspection the childminder received since COVID-19 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 had a learning walk with the childminder. They discussed the curriculum the childminder provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting and communicating with the children.
- A sample of documentation was reviewed, including required qualification certificates and evidence of suitability checks on household members.
- The inspector spoke to children and the childminder at convenient times and reviewed written feedback from parents.

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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