

Childminder report

Inspection date: 16 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children form strong relationships with the childminder and appear happy and safe. They benefit from warm and positive interactions and confidently play alongside the childminder. Children receive praise and encouragement for their achievements, which promotes their self-confidence effectively.

The childminder has high expectations for every child, and their individual learning needs are met well. The children make good progress in their learning. Children have access to a wide variety of exciting and stimulating resources. Consequently, children are curious and motivated to learn.

Children have access to a garden and go on many outings where they benefit from fresh air and exercise. The children engage in conversations about making healthy food choices. For example, they talk about the healthy foods in their lunch boxes and they are encouraged to eat those items before their treats. Children behave well and demonstrate good manners. They listen carefully and follow the childminder's instructions well, such as to help tidy away toys.

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

- Children are motivated and well behaved. They recall past events together and use knowledge learned to support their play. For example, as the children put sand in moulds, they talk about how wet sand worked better in the past to keep the caste together. Children are confident communicators, including those who learn more than one language.
- Children enjoy reading books with the childminder. Younger children nuzzle in on her lap, and the older children eagerly listen to books. Children are curious about the characters in the stories and ask what an 'aardvark' and a 'jerboa' is. Children are exposed to new words, extending their vocabulary. The childminder repeats words correctly when the children mispronounce them.
- The childminder helps children to build their problem-solving skills effectively. For instance, children work out how to make the water mill move by pouring water from a bucket. The work out that when they add more water, the mill spins faster. The childminder supports mathematical development well. For example, she adapts her teaching for the younger children to use positional language and the older children to learn mathematical concepts and numbers.
- Children enjoy drawing as they begin to make marks and explore early writing. For example, they draw pictures and 'write' in celebration cards. Children access mark-making resources independently and they confidently ask for help when they need it.
- The children have many opportunities to be physically active. They balance on a balancing beam, kick balls in the garden and help each other carefully balance

buckets of water as they walk to the tray. Children learn about making healthy choices as they discuss foods that are good for their bodies. Children follow good hygiene practices. They independently wipe their own noses, dispose of the tissue and wash their hands.

- Children go on regular trips out where they learn about the world around them and people that live in their community. They learn about what makes them unique. For example, parents provide pictures of their families and things the children enjoy doing at home. Children share these pictures with each other and get excited when they see themselves.
- The childminder works well with parents. For example, she gives them good information about children's care and learning through discussions and daily diaries. Parents are aware of how their children are developing and know what the childminder is helping their children to learn next.
- The childminder builds her professional skills and knowledge well. She recently attended training on speech and language development. As a result, she has implemented cue cards to help children communicate during play. The childminder has discussions with other childminders to share good practice and ideas. However, links with other settings the children attend are not fully established to support children's learning and development even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She attends regular training to refresh her knowledge. The childminder knows how to recognise the signs of abuse and neglect, and what to do if she becomes concerned about a child's welfare. She is aware of the bruising protocol for non-mobile babies. She knows the procedure to follow if an allegation is made about herself or another household member. The childminder has risk assessments in place to minimise the potential hazards in her home and when on outings.

What does the setting need to do to improve?

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

- strengthen the partnership working with other settings that children attend to help provide the best possible support for children's learning and development.

Setting details

Unique reference number	EY452524
Local authority	Hampshire
Inspection number	10228734
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Eastleigh, Hampshire. The childminder operates from Monday to Thursday between the hours of 7.30am and 6pm. The childminder holds an early years qualification at level 4.

Information about this inspection

Inspector

Michelle Fountain

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 their evaluation of the setting.
- The inspector viewed a range of documents, including learning records, policies and procedures.
- The childminder discussed her intentions for the children's learning during a learning walk with the inspector.
- The inspector observed the quality of teaching and discussed children's learning with the childminder.
- The inspector read and took account of the written feedback provided by 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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