

# Childminder report

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Inspection date: 28 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 benefit from a nurturing environment that supports their emotional well-being effectively. They form secure relationships with the childminder and each other, benefiting from this strong foundation for their learning. Children enjoy a good range of learning experiences that reflects their interests and learning needs well. They confidently show visitors photographs from their learning diaries and recall fondly the activities they have previously enjoyed.

Children develop the skills they need for future learning. They speak clearly and have a broad range of vocabulary. Children listen attentively to stories and begin to link the sounds in their names to the letters they write. Children competently manage their own personal needs, such as putting on shoes or washing their hands before lunch. They are confident to communicate their ideas and are willing to give new things a go. Children develop strong foundations in mathematics, as they learn to count, recognise and order numbers.

The childminder is a positive role model and has high expectations for children's behaviour. She guides children on how to manage any disagreements sensitively, helping them talk through any worries and giving them support on how to resolve these. Children are kind and polite to their friends and have good manners. They listen well and follow instructions readily.

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

- The childminder has developed an ambitious curriculum for the children who attend. She understands the barriers to learning that children have faced during the COVID-19 pandemic that have had an impact on children's social skills and confidence. She takes swift action to remedy this, building very successfully on what children know and can do when they first start in her care. However, while the childminder plans for children's learning well overall, activities do not provide a good level of challenge for some children. Children do not learn to persevere, and they are observed to give up quickly when faced with a problem.
- The childminder supports children's speech and language development effectively. She engages children in regular conversation throughout the day to extend and build on their communication skills. The childminder speaks clearly and uses repetition of language to help children say words correctly. She brings stories to life through an animated narrative that quickly engages children to predict what happens next in the story.
- The childminder monitors children's progress effectively. She successfully shares information with parents and professionals to promote consistency in children's care and learning. Children who previously showed a delay in communication benefit from targeted support for their speaking skills. They develop a wide

vocabulary and show high levels of confidence in social situations as they make speak in groups and make their needs known. Children gain a wide range of skills in readiness for their move to the next stage in their education.

- The childminder supports children's good health successfully. She promotes children's understanding of healthy lifestyles, for example, through helping children learn about foods that are good for them. Children get plenty of fresh air and exercise. They relish their time playing in the well-resourced garden. For example, they splash in the water and tap out a tune using the exciting range of musical instruments.
- Children are well supported to gain an understanding of diverse communities and their place within these. They enjoy trips to a local animal sanctuary and expand their knowledge of communities outside their own through topic work. The childminder follows predictable daily routines that promote a sense of teamwork. Children respond well to the childminder's requests, such as to tidy away the toys for lunch. They develop strong feelings of self-worth and demonstrate high levels of self-esteem.
- Partnerships with parents and others involved in children's care are strong. The childminder keeps parents well informed about children's progress and offers exciting ideas to support children's learning further at home. Parents' reviews are overwhelmingly positive. They attribute their child's good progress and strong levels of confidence to the passionate and driven childminder. Parents acknowledge that she goes above and beyond to support the families she cares for.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong knowledge of the signs that may indicate a child is at risk of harm. In particular, she keeps abreast of any safeguarding matters that affect local areas and ensures her knowledge is relevant to identify any emerging risks. The childminder understands the procedure to follow should she have a concern about a child. She proactively guides parents to additional support services, in order to get the support they need. Children are well supported to learn about keeping themselves and others safe. They play in secure premises and are supervised effectively by the childminder to assure their safety.

## 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 make sure that activities have a clear intent and match children's individual stages of development more accurately in order to challenge them further in their learning.

## Setting details

<b>Unique reference number</b>	119854
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10136213
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	19 April 2016

## Information about this early years setting

The childminder registered in 1999. She lives in a residential area of Lake, near to Sandown on the Isle of Wight. The childminder is open Monday to Friday, from 7am to 6pm, all year round. She provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Melissa Cox

## 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 childminder showed the inspector around the areas of the home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector had discussions at relevant points during the inspection. The inspector spoke with the children and took account of their views.
- The inspector took account of parents' views from their written feedback.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector sampled a small range of documents.

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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