

Childminder report

Inspection date: 6 July 2022

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

Children behave well. The childminder sensitively reminds them about positive behaviour. They have formed good relationships with each other and the childminder, which supports their emotional development and helps them to feel safe. They are happy, relaxed and confidently engage in play. The childminder has high expectations for what children can achieve. Children are curious and keen to learn. For example, they explore the outdoor area and initiate new ideas. Children develop an understanding of mathematics. For example, they are encouraged to count pom-pom balls that they have collected from the water tray. They discuss size of the pom-pom balls, as well as volume and capacity when collecting water in pots.

Children make good progress with their communication and language skills. The childminder encourages an interest in books. Children listen to stories and are active participants in telling the story. For example, children enjoyed the 'Superworm' story. They listened attentively and were able to join in with key areas of the story, using chant and rhyme. The childminder skilfully introduced them to new vocabulary and encouraged them to think of new descriptive words and sentences.

Children feel safe and secure at the setting. They confidently choose activities and resources to play with, especially outdoors. Children's physical development is enhanced through a variety of activities. For instance, they chose to experiment with music and movement. Children experimented with the different sounds of instruments and danced to a variety of songs.

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

- The childminder provides a rich variety of experiences for children, especially outdoors. Children benefit from resources which encourage physical development. For instance, children use scooters, tricycles and ride-in vehicles. They skilfully change direction and avoid obstacles. They develop an awareness of risk. Children use fine- and gross-motor skills to make marks. However, children do not always have opportunities to freely express themselves using a variety of materials.
- The childminder develops strong relationships with children and knows them very well. Children develop good independence. They follow routines and procedures, and develop good listening and attention skills. For example, they know that they have to tidy up before selecting another activity. However, children are not always able to independently access some resources, which means they have to ask for them.
- The childminder supports all children's development well, including children with

special educational needs and/or disabilities. She skilfully uses targeted intervention to help children with speech and language difficulties. For example, children benefit from speech and language time. They learn how to pronounce words and use short sentences. They develop confidence to communicate with others. Parents comment that children make good progress.

- Partnerships with parents are good. The childminder gathers information about children's abilities when they first start. For example, she meets with parents and children to get to know them. The childminder gathers information about the children's learning and development and shares this with parents regularly. For example, parents are updated of progress in a daily diary.
- The childminder supports children's understanding of community well. Children gain an understanding of different cultures through trips to the park and toddler groups. Before the COVID-19 pandemic, children visited the elderly in the local care home. The childminder reported that this was a positive experience for children and residents.
- The childminder introduces children to a rich curriculum. She uses their interests to plan activities. Children learn about the natural world through exploring their surroundings. For example, they are learning about the life cycle of butterflies. The childminder has purchased caterpillars to support their further knowledge and understanding of change, and to nurture their respect for nature. Children develop knowledge and understanding of mathematics. For instance, they throw balls into numbered cups to develop their skills in number recognition and counting in sequence.
- The childminder supports children's communication and language well. She understands that language is an integral part of their learning and development. She skilfully uses books to expand their vocabulary. Children enthusiastically talk about stories and use their imagination to extend the storyline. They enjoy story time in the local woodland area, which inspires imagination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe from harm. She teaches children how to stay safe. For example, she ensures that children are using the slide appropriately and carrying water carefully to the role play kitchen. The childminder's knowledge and understanding of safeguarding policies and procedures is very good. She knows what to do if she is concerned about children's safety. She has a secure understanding of how to support children's and families' well-being. For example, she kept in touch and delivered activity packs to the children during the COVID-19 pandemic.

What does the setting need to do to improve?

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

- consider ways to further improve opportunities for children's free expression to support their learning and development in art and design
- provide more opportunities for children to independently select resources, to further support developing independence skills.

Setting details

Unique reference number	2548450
Local authority	Hampshire
Inspection number	10221528
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	2 to 8
Total number of places	10
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in West End, near Southampton, Hampshire. The childminder is open all year round, Monday to Friday 8am to 6pm. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Loretta Murphy

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- 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 inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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