

Childminder report

Inspection date: 11 July 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 are comfortable, happy and demonstrate they feel at home and safe. They are confident to share their thoughts, feelings and seek reassurance from the nurturing childminder when needed. Reassurance is happily given through warming facial expressions, cuddles and comforting words. Children know the rules and boundaries of the childminder's home and respect these.

Children have strong bonds with the childminder, who expertly tunes into their individual needs and interests, for example how the youngest of children settle for sleep and when older children's interests in activities change.

Children show perseverance during adult-supported activities. Children engage when listening to a familiar story about a caterpillar. They show good levels of concentration and focus when matching numbers to pictures in the book. Younger children see objects of interest that they are curious to explore using their senses. They demonstrate good core strength as they crawl to access their chosen play.

Children benefit from many opportunities to explore the outdoors. They are keen to have fresh air and daily exercise. They visit local parks, where they explore different ways of moving their bodies and build good physical strength. Children talk positively about visiting a local eco group where they create artwork from recycled materials.

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

- The childminder is passionate and knowledgeable. She has a good understanding of what she wants children to learn. For example, she supports children to develop a good knowledge and understanding of the world by teaching them about recycling, developing a love for nature and the outdoors. Children are enthusiastic when talking about what they have learned about the life cycle of tadpoles and the importance of looking after wild flowers.
- The childminder encourages children to develop good independence skills during daily tasks, such as self-dressing, cutting fruit for snack and helping one another. Children have high self-esteem and are proud of their own achievements.
- Children are motivated to explore their learning environment. They have a range of resources readily available that spark their interest. However, older children are not always fully challenged with the resources on offer and rely on the childminder to support and enhance. This limits children's concentration skills and ability to build on their current knowledge and skills independently.
- Children develop well physically. Younger children roll balls across different surfaces and crawl to catch them. The environment enables the youngest of

children to develop good core strength. For example, babies are observed to pull themselves to standing using furniture and available resources. Older children begin holding pencils and forming recognisable letters.

- Children confidently communicate their wishes. The youngest children do this by reactions and emotion, such as rubbing their eyes when they are tired. The childminder swiftly picks up on these cues and ensures children's care needs are met. Older children share their requests for activities. These are supported and enhanced by the childminder, for example making rainbows using different coloured blocks.
- The childminder knows the children extremely well and uses assessment to monitor their progress. She uses this information to plan what support she will offer the children next in their learning. However, when children attend other early years provision, this information is not routinely shared. This limits more targeted learning taking place and prevents the childminder from having a thorough overview of the child's development as a whole.
- Children behave well. The childminder successfully helps and teaches children to be kind and how to help others. Consequently, children show care and concern for their peers. For example, older children are keen to nurture younger children, help them access resources and sooth them if they become distressed.
- Partnerships with parents are strong. Parents share excellent feedback and praise for the childminder. They feel their children have blossomed in areas such as independence and confidence. They speak particularly highly of how the childminder has taught road safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She identifies risks and takes appropriate action to keep her premises safe and secure for children's use. For example, she ensures berries that fall from the tree are picked up to ensure the youngest of children do not digest them. The childminder understands the procedures she must follow should she have a safety or welfare concern about a child. She understands the importance of sharing this information accurately and in a timely manner.

What does the setting need to do to improve?

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

- enhance ongoing communication with other settings that children attend to ensure consistency in children's learning
- review the environment to promote further independent learning opportunities that engage and challenge older children.

Setting details

Unique reference number	EY302929
Local authority	Hampshire
Inspection number	10108596
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 February 2015

Information about this early years setting

The childminder registered in 2005 and lives in Ringwood, Hampshire. She provides care Monday to Friday, from 7.45am until 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a National Vocational Qualification at level 3 in home-based childcare.

Information about this inspection

Inspector
Hayley Doncom

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with children and the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included policies and procedures and the childminder's first-aid certificate.

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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