

Childminder report

Inspection date: 21 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 benefit from a home-from-home environment where they feel safe and secure. They are happy, confident and develop good relationships with the childminder and with each other. Children behave well and learn how to take turns with favourite toys and resources. For instance, as they explore filling cups and pots with rice, younger children share spoons and wait patiently for their friends to have a turn. Children are polite and courteous, including using good manners as they thank the childminder for their fruit snacks.

Children benefit from a varied curriculum that takes account of their individual interests. This enables children to enjoy activities that inspire them to play and learn. Children concentrate well in activities and persist when some learning is more challenging. For example, as toddlers stack cups, they swap out smaller cups for bigger ones, to enable them to successfully fit. All children develop a love of books. Older children share stories with younger friends as they use pictures to retell favourite parts of the tale. All children develop good communication and language skills. They share their thoughts and ideas and are confident and articulate communicators. This ensures children develop skills that prepare them well for their future learning.

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

- Children learn how to manage some age-appropriate tasks independently, through the childminder's daily routines. Older children learn how to manage their own personal needs, including toileting and hygiene routines, in readiness for their eventual move to school. Younger children learn how to tidy away toys. They feed themselves snacks and drink from cups, as the childminder teaches them the importance of rehydrating themselves in warmer weather. Children's growing independence is supported well by the childminder.
- Partnerships with parents are well established. The childminder regularly shares children's daily activities and progress with them. Parents comment on how she offers them guidance and advice when they need it. The childminder's proactive approach to working closely with parents helps to support them in continuing children's learning at home. However, where children attend other early years settings, the childminder has not built a two-way flow of information about children's needs, to inform future planning and to provide a consistent approach for children's learning.
- The childminder supports children's speech and language skills well. She talks to younger children and introduces new language, as they hear and use new words during their play. Older children think through and answer questions, as the childminder gives them time to think and reply. For instance, as they share a story, children think about if 'pass the parsnip' sounds the right game to play.

Older children laugh heartily and reply, 'no it is pass the parcel'. All children develop good language skills and use a wide range of vocabulary in their conversations with the childminder and each other.

- The childminder takes a proactive approach to building on her knowledge and skills. She reads widely around the subject of childcare and completes a variety of training which benefits the children in her care. For instance, recent training has been used to develop the childminder's understanding of planning activities which successfully support younger children's learning needs.
- Children benefit from opportunities to be physically active. The childminder encourages them to take age-appropriate risks as they play, while remaining close by to ensure their physical welfare. Younger children learn how to coordinate their bodies to climb up to the ride-on bicycle and push themselves along with delight. The childminder praises children as they become more confident in their growing abilities. This encourages children to take part in new physical activities, and enables them to make good progress in this area of their learning.
- The childminder recognises and values children's individuality and focuses on what they need to learn next. She makes plans for the ways that she will help children to successfully achieve these. This enables children to consistently make good progress in all areas of learning. However, the childminder misses some opportunities to build on older and more able children's mathematical knowledge, to fully extend this area of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and knows how to identify, report and escalate concerns about a child's welfare. She attends regular training to keep her child protection knowledge updated, to help her keep children safe and well. The childminder maintains a safe and secure environment within her home and on outings. She makes sure that children are supervised closely and offers them sensitive reminders and age-appropriate explanations to help them learn about hazards and risks. Children show good understanding for their age. The childminder attentively supports children as they explore and practise their growing physical skills, while still ensuring that they remain safe.

What does the setting need to do to improve?

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

- enhance opportunities to extend children's existing understanding of mathematics to strengthen their skills further
- build on partnerships with other early years settings involved in children's education, to promote greater continuity in children's learning experiences.

Setting details

Unique reference number	EY557687
Local authority	Isle of Wight
Inspection number	10175192
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Bembridge, Isle of Wight. She provides care for children Monday to Friday from 7.30am to 5.30pm, for most of the year. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Tara Naylor

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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