

Childminder report

Inspection date: 27 October 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 are surrounded by a rich array of books, puzzles and resources. They explore the indoor provision with confidence and curiosity. They have access to an exciting, well-maintained garden with activities such as a mud kitchen, slide, swing and climbing frame. Time spent using this equipment supports the development of children's gross motor skills and provides opportunity for plenty of fresh air.

Children have access to photos of trips and activities they have participated in. They are supported to reflect on the experiences they have had with family members and friends. This develops children's sense of community and awareness of others. The childminder has built strong and supportive relationships with the children. They appear settled and confident in her care. This enables them to challenge themselves during activities. Children who have previously been reluctant to engage in messy play do so with intrigue and become absorbed.

Children are safe and well cared for in the childminder's home. They eat nutritious snacks and home-cooked meals. They remember what the childminder has taught them about their health. For instance, they tell the childminder that drinking water is healthy for the brain. Children develop their independence skills in preparation for starting school. The childminder supports them well with toilet training. She encourages them to tidy up after themselves and put on their coats. Children demonstrate that they can share resources cooperatively.

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

- The childminder provides a well-sequenced curriculum. She uses her deep knowledge of the children and the 'Statutory framework for the early years foundation stage' to assess where the children are in their learning. This helps the childminder to set meaningful next steps which build on children's development. These steps are regularly reviewed and updated in consultation with parents.
- Partnerships with parents are effective and well established. Parents are highly positive about the childminder's open communication and report that their children thrive at the setting. They particularly praise how the childminder has supported their children to make progress in reading, personal care routines, independence and physical development.
- The childminder is highly skilled at connecting children's past experiences to their present learning. Following a visit to a farm, the childminder prints out large photos of the trip and uses these as a springboard for conversation and to support children who are developing their understanding of farmyard animals. As a result, children are able to link the knowledge gained from the childminder with what they have actually experienced at the farm.

- The childminder provides a language-rich environment. She frequently comments on what children are doing, offering established and relevant new vocabulary. For instance, when a child moves a toy horse around a discovery tray, the childminder models the language of position and direction. This develops children's speech and understanding.
- The childminder asks children relevant questions that explore their interests. For example, when a child plays with a doll, the childminder asks effective questions that help to develop the child's understanding of their own body. However, in her eagerness to explore what children know, the childminder does not always give them enough opportunity to explore each idea. This means that children are not always given time to consolidate their knowledge. Sometimes, they are redirected away from their own important discoveries to a new point of focus.
- The childminder prioritises the teaching of respectful behaviour. She believes that politeness and manners are important in developing children's social skills. She models kindness in all her interactions with the children. As a result, children develop care and respect for each other from a young age.
- The childminder offers a broad range of experiences to develop children's understanding of difference and identity. For instance, children with different cultural backgrounds are supported to share food from their families' country of origin. However, although the childminder has an inclusive ethos, she has not yet demonstrated that these experiences are consistently and more deeply examined throughout the curriculum, particularly for older children.
- The childminder is a reflective practitioner. She is able to adapt her practice to support the development of the children. She is quickly able to respond to changes in behaviour and update her policies to provide support for children with additional needs. The childminder communicates these changes in a timely manner to parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of key safeguarding messages and is able to detail indicators of the four main types of abuse. She is aware of her responsibilities under the 'Prevent' duty to protect children from radicalisation. The childminder understands how to communicate with children when they disclose information and knows who to contact if she has concerns about a child's safety. The childminder places the highest emphasis on the safety and well-being of the children in her care. She carries out regular risk assessments of her provision and activities she carries out inside and outside of her home. This enables her to take immediate and effective steps to remove or reduce risk around children.

What does the setting need to do to improve?

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

- strengthen teaching further to allow children more time to follow their own interests during activities and to process and respond to new language
- extend the educational programme to provide consistent opportunities for children to develop their understanding of diversity at home and in the wider world.

Setting details

Unique reference number	2594210
Local authority	Hampshire
Inspection number	10251337
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 10
Total number of places	8
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Stubbington, Hampshire. She originally registered in July 2012 but then retired. This is her first inspection since re-registering in July 2020. The childminder operates all year round from 7.30am to 6pm, Monday to Thursday, except for two weeks during the summer and over Christmas. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
David Watkins

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 childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults living in the home.

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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