

Childminder report

Inspection date:

7 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy as they settle down to play in the safe and homely environment. They form strong and trusting relationships with the childminder. Children readily go to her to be comforted and have a cuddle. They confidently explore the range of resources on offer to them. For instance, children enjoy using various craft materials to create their own artwork.

Children develop good levels of curiosity, focus and engagement. They concentrate very well as they learn. For example, they remain focused at an activity, problem solving how they will free shapes that are hidden in ice. Children learn about cause and effect. For instance, they observe how the ice melts in warm temperatures. Consequently, children are inquisitive about why things happen.

Children listen and behave well. They understand simple explanations and what to expect next. Children happily follow the childminder's instructions without hesitation. For example, they willingly join in tidying up the toys once they have finished playing. Children consistently demonstrate positive attitudes. The childminder acts as a good role model for children's kind and friendly behaviour. For instance, the childminder supports children's turn-taking and negotiating skills when building together. This helps children to learn effective social skills.

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

- The childminder plans and organises the curriculum effectively. She knows the children well, and plans for their learning according to their interests and what they need to learn next. For example, children attend a local playgroup to help develop their social skills and build on their confidence in preparation for school.
- The childminder develops children's love of singing and storytelling. For instance, she sings to them and uses puppets for characters, as she brings songs to life. The children eagerly participate in story time. For example, the childminder carefully uses props that the children have created to encourage curiosity and prediction, and they become fully engaged. She supports the children to join in the story, encouraging them to finish sentences and words. The childminder speaks to children about what they can see in the pictures, which supports their communication and language skills. She gives children time to think and articulate a response when she asks questions. This allows children to enhance their speaking even further.
- Children bring mathematical language into their play. For instance, they recognise that filled pots of ice are heavy and become lighter as the ice melts. However, the childminder does not consistently use opportunities that arise naturally through play and routines to further develop children's mathematical understanding of numbers and counting.

- Partnerships with parents are good. For example, the childminder exchanges information about children's achievements. Parents state their children enjoy attending and benefit from the many learning opportunities and outings that the childminder provides for them, such as going to the park and for walks in the forest. Parents comment that their children have fun and 'thrive' at the childminder's setting.
- The childminder monitors children's progress and identifies any areas for development. She shares progress summaries and developmental checks with parents and relevant professionals. She plans activities alongside children's interests to engage them in new learning experiences. However, the childminder does not always take full advantage of planned activities to help further develop children's knowledge in more than one area of learning.
- The childminder has a caring nature and children respond well to her, as she praises and encourages them to keep on trying. For instance, as children build with magnetic shapes, the childminder praises their efforts and suggests other ways they might try to fit the shapes together. As a result, children are developing resilience and confidence in their own abilities. Children's behaviour is very good. They play harmoniously alongside each other.
- The childminder helps children to value their backgrounds. For example, she makes photo books of the children and their families. Children enjoy looking at their own books. They delight at telling the childminder and other children what they were doing and who are in the photos. Children develop good friendships and form strong relationships with others.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder has a secure understanding of the possible signs and symptoms of abuse. She ensures that she completes relevant training and updates her knowledge of safeguarding regularly. The childminder understands the process to follow should she need to raise concerns regarding children's welfare or make an allegation about an adult. She ensures her home is safe and secure, and has detailed procedures in place to keep the children safe when out in her car. She uses robust risk assessments for all areas of her home and when on outings, to keep children safe.

What does the setting need to do to improve?

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

- enhance children's understanding of numbers and counting and strengthen support for children to hear and use numbers in their play and learning
- review the planning of activities to help develop and extend children's knowledge in more than one area of learning.

Setting details

Unique reference number	111524
Local authority	Hampshire
Inspection number	10228144
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	6
Number of children on roll	6
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 1992. She lives in Romsey, Hampshire. The childminder is open Tuesday, Wednesday and Thursday, from 8.30am to 5pm, all year round. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Nicole Atkinson

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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