

Childminder report

Inspection date: 8 December 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has a kind and caring nature. Children show that they feel safe, happy and settled in her home. They form strong emotional bonds with the childminder and firm friendships with each other. Children are enthusiastic learners, who explore the environment with confidence and make choices in their play. The childminder has high expectations for children's behaviour. She sensitively reminds children to use good manners. She is a positive role model and children are learning to be kind and considerate to their friends. Furthermore, children develop a very strong sense of responsibility. They thoughtfully help to tidy away resources after activities.

The children's needs are consistently met. The childminder has a routine that can be flexible for this. For instance, she allows the children to sleep and eat when needed. Children access books independently and look through the pages enthusiastically. This helps to foster an early love of books and reading. Children spend time completing age-appropriate puzzles. This supports their emerging mathematical skills, such as understanding shape and space.

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

- The experienced childminder has a good understanding of the early years curriculum and how children learn. She makes assessments of children's knowledge and understanding and plans effective next steps. Overall, the childminder's interactions with older children support their learning. However, sometimes, the childminder is overly attentive. This prevents younger toddlers and babies from being curious and exploring things for themselves, impacting on their independent play.
- The childminder models language and communication well. She uses descriptive words that link in with the activities the children are engaged in. This helps to broaden their vocabulary and understanding. For example, children learn words such as 'squish' and 'squashy' when exploring the play dough.
- Children who learn best outside have many opportunities to do so. They regularly spend time outside, regardless of the cold weather. They have opportunities to balance, run, play with balls and engage in role play. The childminder provides a range of resources to support the physical development of young children who are beginning to walk.
- The childminder teaches children about nature and the world around them. For example, children recall finding a 'snake' in the garden. They show high levels of curiosity and inquisitiveness. Older children are very excited to be looking for more, using the binoculars the childminder has provided for them. They carefully explore the flowerbeds and look under bushes. However, the childminder does not consistently make the most of these spontaneous opportunities to extend

children's learning further.

- The childminder provides opportunities to help children develop their independence. They are encouraged to put on their coats and wellington boots when preparing to go outside. They are taught about the importance of being healthy and how to take manageable risks, such as when they use safety knives to cut up their fruit, ready for snack.
- Parents find the childminder approachable and easy to talk to. They comment on the strong bond that their children have with her. Parents highlight that the childminder gives them detailed daily updates as well as photos, informing them about their children's day.
- Children are given opportunities that they may not get at home, including messy activities, such as play dough, sand and mud. The childminder takes the children out in the community to places, such as the library and group time. The children go out and see the dustbin lorry, once a week. They excitedly wave, shout hello and talk with the dustbin men. Older children remind the childminder they have to buy biscuits for the dustbin men. This supports children to learn about the wider world around them, as well as the people and communities outside of their own experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She is fully aware of her responsibility to protect the welfare of children. The childminder has a secure knowledge of the signs and symptoms of abuse and knows how to report concerns in a timely manner. She knows the procedures to follow if an allegation is made against her or a member of the household. The childminder keeps required documentation, such as attendance registers, up to date. This contributes to the protection of children's welfare. The childminder supervises children well and provides a safe and secure environment for them to play in.

What does the setting need to do to improve?

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

- provide more opportunities for younger children to play independently and uninterrupted where they can choose their own learning
- use spontaneous opportunities that arise during play to extend children's learning more effectively.

Setting details

Unique reference number	EY246112
Local authority	Hampshire
Inspection number	10228324
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	0 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 2002. She lives in a residential area of Portchester in Hampshire. The childminder operates her service Monday to Friday from 7am until 6pm. The childminder has a relevant home-based childcare qualification.

Information about this inspection

Inspector

Nina Lambkin

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 provision.
- The inspector viewed the childminding provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how her provision is planned and how the curriculum is implemented.
- The inspector reviewed parents' feedback and took their views into account.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.

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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