

Childminder report

Inspection date: 9 December 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 settle well in the childminder's comfortable home. They enjoy using an abundance of interesting toys and resources and are motivated to learn. Younger children independently choose from a good range of age-appropriate toys, which are easily accessible and designed to develop knowledge to solve problems and understand mathematical concepts. For example, they learn about shape and numbers through shape sorting and posting activities. Children have formed positive relationships with each other and the childminder. The childminder ensures that children understand and follow rules and procedures. Children share toys and work together to build their knowledge and understanding. For example, they learn about different sounds when shaking pasta together in pots during sensory song time, stopping to watch and listen to the sound their friends are making. This enhances their knowledge and understanding of musical sounds.

Children benefit from a well-planned curriculum, which the childminder plans based on their interests. This ensures that children are engaged, focused, and motivated to learn. For example, children learn about different colours, gain an understanding of how to count in sequence and observe differences in speed and direction while pushing cars down a ramp. Children learn how to be respectful of the natural world and living creatures. For example, children observe, collect and look after insects in a bug house. They also learn how to respect, and celebrate diversity. For instance, children learn how to count to ten in Japanese. This also helps to feel included and to value individuality.

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

- The childminder interacts purposefully with children. She has a clear understanding of starting points and what she wants children to learn. For example, children choose to play with toy fruit and vegetables. The childminder introduces areas of the curriculum into children's learning, encouraging them to use plastic knives to cut the food in half. The childminder models language linked to mathematics and healthy eating. This provides opportunities for children to extend their knowledge and understanding and practise new skills. However, young children are not always able to independently access resources linked to mark-making. This means that young children do not have consistent opportunities to independently practise early writing skills.
- Children have formed attachments to the childminder and each other. For example, young children approach her for a hug and sit on her lap together during story time. She quickly responds to children's individual needs and ensures that children are happy and settled. The childminder encourages children to play harmoniously, by reminding them of appropriate behaviour, such as sharing and turn taking. This ensures that children feel comfortable, valued,

and safe.

- The childminder ensures that children have access to fresh air and exercise. They enjoy using the slide and vehicles, which supports their physical development. They visit parks where they have opportunities to interact with people from the community. The childminder extends children's understanding of culture, linking learning to different festivals, such as Diwali and Christmas. Children enjoy making dens in the local woodland area, looking for bugs and collecting natural resources, such as leaves and pinecones. They discuss what they have found and create woodland collages. This supports their understanding of season changes, local wildlife and habitats.
- The childminder provides good support for children's speech and language development. Children enjoy listening to stories, such as 'Dizzy the Dinosaur'. She repeats the names of the dinosaurs to the children to support correct pronunciation. They enjoy copying the sounds the dinosaurs make. Children enjoy experimenting with the modelling dough, which helps them to build strength in their fingers to support early writing. The childminder encourages children to squeeze the dough and describe how it feels. This supports young children's sensory development and supports their understanding of new words. However, the childminder does not always enable young children to process and respond to what is being said. This means that young children do not always have opportunities to improve further their thinking and problem-solving skills.
- Parent partnerships are strong. The childminder is proactive in sharing information about children's progress with parents and areas where children require extra support. For example, the childminder identifies children that require extra support, and signposts parents to specific professionals. This ensures that outcomes for children are improved further, and provides support for parents. Parents praise the childminder and comment that they are "truly satisfied with the amazing childcare".
- The childminder is reflective about her own practice. She identifies areas where she feels that change or improvement is needed. For example, she is proactive in furthering her knowledge and understanding through training and research. She evaluates the provision and makes the necessary changes to ensure it is inclusive to all children. This improves further outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to ensure children are safe from harm. She knows the signs and symptoms of abuse and the procedures to follow if she is concerned for a child's safety. The childminder is proactive in ensuring the provision is safe for children. For example, she regularly cleans and checks equipment and ensures children are always supervised. The childminder ensures that her knowledge and understanding of safeguarding is up to date through training. She understands the need to regularly check attendance and accident records for patterns that may suggest a child is at risk of harm, including radicalisation.

What does the setting need to do to improve?

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

- ensure young children have time to think about and respond to questions to maximise their learning
- provide young children with opportunities to independently access materials to inspire mark-making and artistic free expression.

Setting details

Unique reference number	2584256
Local authority	Hampshire
Inspection number	10249114
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Fareham, Hampshire and works Monday to Friday for most of the year. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Loretta Murphy

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 spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the views of parents 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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