

Childminder report

Inspection date: 16 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	Met
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What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the warm and caring childminder. They are happy, confident and settle quickly. Children demonstrate they feel safe and secure in the childminder's care; for example, they follow her to different areas of the provision. Children have formed good relationships with each other and play happily together. The childminder understands and attends to children's individual needs. She ensures that routines are consistent between home and other early years settings children attend. This provides continuity of care and has a positive impact on children's personal, social and emotional development.

Children are able to follow the childminder's routines. For example, they know the procedures for washing and drying their hands before lunch. The childminder supports children to take turns during activities. Children develop good independence skills. They feed themselves during snack time and choose toys to play with. This helps to develop further children's confidence and self-esteem, to make decisions and develop their self-care skills.

Children have plenty of opportunities to access fresh air and exercise. They enjoy regular trips to local woodland areas, where they collect leaves and natural objects. Children observe and discuss local wildlife and habitats. This further supports children's knowledge and understanding of the world and encourages them to be curious thinkers.

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

- The childminder is proactive in understanding what children know and can do. She has clear intentions for what she would like children to learn next. The childminder extends children's knowledge and understanding through activities that interest them. For example, children learn about the names of dinosaurs and the sounds they could have made through imaginative play. Children learn about size, shape, and quantity through 'dinosaur footprint' activities. The childminder provides opportunities for children to learn about their environment. For example, weekly trips to the library for story time help to enhance children's understanding of people and services in the local community.
- The childminder supports children's communication and language development well. She chats to children and asks open-ended questions. Children learn new words and are motivated to learn through group story-time sessions. For example, the childminder cleverly uses a lift the flap book to encourage children's curiosity of story structure and characters. Children think of ideas, repeat words, and learn rhyming patterns. This helps children to concentrate for significant lengths of time, developing their attention skills and focus.
- The quality of teaching is good. The childminder creates opportunities for

children to express themselves creatively and learn about different cultures through well-planned activities. For instance, children enjoy participating in Christmas-themed activities. They enjoy experimenting making marks on paper templates, and talk about things related to the activity. This helps to support their understanding and respect for different faiths and beliefs and supports their early writing skills.

- Overall children behave well. The childminder is a good role model. She encourages children to share and take turns, which supports their understanding of how to treat others. However, the childminder does not consistently ensure that children respond to what she has requested. This means that children do not fully understand behavioural expectations.
- The childminder provides opportunities for children to develop physical skills and learn about healthy practices. Children experiment with balancing and learn about foods that are healthy. For example, children enjoy tasting different fruits and vegetables and learn about the importance of good oral health.
- Parent partnerships are secure. The childminder ensures that parents feel included in their children's learning and experiences. She keeps them updated and regularly asks for feedback to enhance the positive experiences of children and families. Parents comment that the childminder 'added to children's development and well-being through the care and enrichment she offers'.
- The childminder reflects on her practice well. For example, she assesses the provision to make it more accessible for children. The childminder is proactive in keeping her knowledge and understanding up to date through training. She uses her initiative to further improve her learning and understanding. For example, she is currently enrolled on a training programme to help educators and children create a deeper connection with nature. This will support further children's well-being and inspire children to explore and be adventurous.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and secure. She understands the signs and symptoms of abuse and the procedures to follow if she is concerned about a child's safety. The childminder ensures she receives relevant training to support her knowledge and understanding of safeguarding. She ensures that her home is safe for children and completes regular monitoring and risk assessments. This ensures that children are safe under her care.

What does the setting need to do to improve?

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

- consistently ensure children respond to what has been asked, so that they

understand behavioural expectations.

Setting details

Unique reference number	EY489179
Local authority	Hampshire
Inspection number	10264718
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 8
Total number of places	7
Number of children on roll	7
Date of previous inspection	22 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Botley, Hampshire. The childminder provides care Monday to Thursday, from 8am to 6pm, during school term time only. The childminder holds a recognised early years 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 inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.

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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