

Childminder report

Inspection date: 12 April 2023

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

The childminder wants children to achieve well. She has created a language-rich environment which helps children to develop their vocabulary. Children participate in practical activities with sustained interest, contributing to discussions about wildlife and growing plants. Children confidently hold conversations with adults about what they know, for example how to grow sunflowers and that bees make honey.

Children have a strong bond with the childminder. They laugh as they play alongside her, clearly enjoying her company. Younger children benefit from the childminder's calm and nurturing manner. Together they talk through pictures of their families. This encourages them to settle and supports them to feel safe and secure.

Children confidently demonstrate independence skills. They put on their coats and self-register when they arrive. They learn to drink from open cups and use spoons to feed themselves. They independently fetch resources needed for tasks without being asked, for example filling containers to water their plants.

Children's behaviour is good. They remind each other of the rules. Older children help their younger peers to learn, for instance encouraging them to pronounce initial sounds in words. They support their peers in a friendly, enthusiastic manner. This shows that children take pride in what they know and want to help their friends.

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

- The childminder and her assistant support children's language and communication well. They consistently model familiar words related to children's experiences. They ask engaging questions that explore what children know. For instance, they ask children to tell them about home life and what they did on holiday. In addition, the childminder introduces new, more complex words such as 'nutrients', and 'proboscis' to enrich a discussion on plant growth and pollination. This helps children to develop a deeper understanding of topics they are interested in.
- Parents praise the childminder for her suggestions that have helped develop their children's skills around drinking, eating and toilet training. These small adjustments have ensured a consistent approach to independence both at home and at the setting. Parents also report that their children have shown improved communication, creativity and confidence since attending the setting.
- The childminder plans well-sequenced and engaging activities. A bean and seed planting activity was well resourced with each step clearly demonstrated.

Children were encouraged to recall their previous experiences of planting. At each stage, the childminder and her assistant asked children what they thought would happen next. This successfully provided children with the knowledge and skills needed to plant a bean. In addition, conversations during the planting process expanded children's knowledge of the natural world.

- The childminder believes learning should be child-led. She closely monitors children and allows them time and space to explore what they are interested in. For instance, a younger child was free to leave a group task, but soon independently rejoined with renewed interest when they saw what their peers were doing. However, on occasion, during more unstructured time, the language and activity of older, more able children can dominate adult attention. This means, that occasionally, younger children are not always supported as effectively when freely exploring the resources available to them.
- The childminder provides some opportunities for children to develop their mathematical knowledge such as encouraging the counting of objects or learning the vocabulary of size. In addition, the childminder understands how the language of maths can be taught during activities and child-led play. However, these opportunities are not consistent enough to provide children with a wider range of maths experiences throughout the curriculum.
- Children show they are keen to investigate a range of resources that are accessible for all ages. For example, very young children independently seek out inspiring objects and toys before bringing these to adults for further exploration. Older children excitedly draw outlines of superheroes on a chalkboard wall, dress up in costumes and explore a well-stocked role-play area. Outside, younger children use dessert spoons to fill pots with soil, while older children use trowels. As a result, children practise the same important skills such as digging, tipping and filling, regardless of their ability.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of how to keep children safe from harm. They both know how to respond to, record and report any potential signs of child abuse. Areas of the house which children access are well organised and free from hazards. Children wear high-visibility jackets when out on trips, with the childminder's contact number on the back. The childminder completes risk assessments of new locations by first visiting, without children present. Both the childminder and her assistant prioritise the children's welfare, knowing the procedures to follow should they ever have any concern over each other's conduct.

What does the setting need to do to improve?

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

- strengthen support for younger children during independent play to build further on their curiosity and exploration
- embed the teaching of mathematical skills and knowledge throughout the curriculum to provide a consistent and wider range of maths experiences.

Setting details

Unique reference number	2625547
Local authority	Hampshire
Inspection number	10281098
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	10
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder is based in the Winchester area of Hampshire. This is her first inspection since registering in 2021. Her provision is open Monday to Friday (except Tuesdays) from 8.30am to 5.30pm, and all year round. The childminder works with an assistant childminder one day a week. The childminder can offer spaces for the funded care of three- and four-year-old children. She holds an NVQ level 3 qualification in childcare and education.

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 provider and has taken that into account in his evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of teaching during activities. He assessed the impact this has on the children's learning.
- Parents shared their views of the childminder with the inspector.
- The inspector carried out an observation of an activity planned by the childminder.
- The inspector observed the interactions between the childminder and the assistant childminder with the children.
- 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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