

Childminder report

Inspection date: 2 May 2023

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

Children settle with ease at the childminder's welcoming home. Children explore the setting with their friends. They enjoy experimenting with a rich variety of resources in the playroom. The childminder has high expectations for children's learning. They make good progress in all areas of learning. The childminder incorporates toys to support children's problem-solving skills and independent thinking, which are linked to individual ages and stages of development. The childminder incorporates the principles of Montessori into children's learning.

Children have developed close relationships with each other and the warm and friendly childminder. They have good manners and are respectful of each other. For instance, children use words such as 'please' and 'thank you'. They enjoy imaginary play. The children select healthy food resources and pretend to cook meals for each other. The children are confident to initiate conversation. They share ideas and listen to others.

During group activities, children listen well and respond to instructions. They enjoy manipulating dough using their hands and tools. Children use their imagination to create creatures that they are familiar with. For example, children use dough cutters to create bugs and make links to recent activities, such as growing butterflies and reading 'The Very Hungry Caterpillar' story. These activities help to build children's skills and support their future learning.

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

- Children have regular access to outdoor play. They enjoy using the trampoline to bounce and practise rolling. They have opportunities to visit the farm that is next to the provision. Children enjoy observing the farm animals and helping to grow and consume fresh produce, such as runner beans and tomatoes. This contributes to their good physical development.
- Overall, children make good progress in their learning and development. The childminder attends online training events to update her knowledge and understanding of how to support children's language development. Children use words such as 'chrysalis' when talking about the transformation of bugs. However, the childminder has not yet explored ways in which she can work with other professionals to help support children with special educational needs and/or disabilities. This means that children do not always receive additional support in a timely manner.
- Children's behaviour is managed well. Children are polite and follow rules and procedures. They understand what is expected of them, such as waiting for their turn, helping others and sharing toys. This is because the childminder is a very good role model for children.

- Partnerships with parents are good. The childminder shares children's progress with parents. Parents speak highly of the childminder. They comment that 'ethnicity awareness is woven into learning' and 'children learn letters and numbers'. However, the childminder has not made links with the local schools to help better prepare children for their transition to school.
- Children develop good independence skills. For example, on arrival, they put away their belongings and self-register their attendance using photo name cards. During snack routines, they wash and dry their hands and collect their lunch boxes. Children develop an understanding of mathematical concepts of quantity and size when using child-safety knives to cut sandwiches into manageable pieces.
- The childminder incorporates diversity into children's learning. Children develop respect and a deeper understanding of other cultures, faiths and beliefs within the community and the wider world. For instance, children learn about fruit that grows in Jamaica, how to make candles for Diwali and about winter and summer solstice celebrations.
- The quality of education is good. The childminder observes children in their play and plans exciting activities based on their interests. She sequences children's learning to deepen their knowledge and understanding. For example, children learn about how plants grow through listening to 'Jack and the Beanstalk' stories. The children work together to create a 3D-beanstalk picture and finish the topic by growing their own beanstalk.
- The childminder is passionate about her role. She regularly reflects on her own practice and is committed to enhancing her knowledge and understanding. She attends regular online training and webinar events to further support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. The provision is clean and well presented, and any hazards are made safe through daily risk assessments. The childminder ensures that the children are supervised at all times. For example, she closely monitors children on the trampoline to avoid accidents. The childminder is aware of the signs and symptoms of abuse and the procedure to follow if she is concerned for the children's safety. She understands what to do if an allegation is made against her or a member of her household.

What does the setting need to do to improve?

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

- strengthen partnerships with local schools and other early years settings children attend to provide continuity for children

- explore ways of seeking support from other professionals to help close gaps in children's learning and development.

Setting details

Unique reference number	EY412978
Local authority	Hampshire
Inspection number	10265266
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	3 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 May 2017

Information about this early years setting

The childminder registered in 2010. She lives in the Christchurch area of Dorset. She operates from Monday to Friday, 9am to 5pm, for 50 weeks a year. She has a relevant childminding qualification.

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- The inspector spoke to children at appropriate times during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder showed the inspector a range of documentation, including that relating to the childminder's suitability.

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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