

Childminder report

Inspection date: 26 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

Children are inquisitive learners, and they thrive in the care of this sensitive, calm childminder. For instance, toddlers explore a sensory activity with toy farm animals and breakfast cereal. Toddlers show good fine motor skills and use small spoons to scoop up crumbs into a cup to feed the toy cows.

Toddlers show that they feel safe, happily snuggling up to the childminder as she reads them a favourite story. They babble to the childminder about the book, and she listens attentively to them. The childminder understands how important good communication and language skills are to children and uses books to expand children's vocabulary.

Children demonstrate good behaviour and take turns. For instance, children smile to one another as they take turns to push a pretend mower around the garden.

The childminder provides a high-quality curriculum, which supports children's learning. For example, she plans activities that encourage children to explore mathematical concepts, such as size. Children use different-sized spoons and containers, which they fill and empty. They also show deep concentration in their play.

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

- The childminder provides a curriculum that is tailored to the needs of the children. There is a strong focus on communication and language, and this supports children to find their voice. She reads to the children and expands stories with nursery rhymes. For instance, the childminder reads the toddlers their favourite book about farm animals, and then together they sing 'Old McDonald'.
- Parents praise the childminder and talk about their children being happy in her care. Parents receive regular progress updates via an online app. They talk about sharing information with the childminder and how she builds on their children's learning.
- The childminder uses her online assessment to good effect, and children make progress in their learning. For instance, toddlers practise their physical skills and walk down the garden steps with her help. The childminder extends this learning and supports toddlers to climb onto the ride-on tractor. She praises their efforts, saying, 'Well done, you're so clever', and toddlers beam with pride at their achievements.
- Children are very curious and have a positive attitude to learning. The childminder provides open-ended resources that captivate young children's attention. For instance, toddlers sort the collection of different-coloured milk

tops, putting the red ones in the toy microwave and green in the basket. Older children use their imagination and turn a box into a bus for teddies. They use pretend seatbelts to keep the teddies safe and then quietly sing 'The Wheels on the Bus'.

- The childminder plans activities that captivate children's interests and focus. However, sometimes, she tries to move the children on to the next activity too quickly, and children do not have the time they need to follow their interests and try out their ideas.
- Children enjoy healthy snacks. The childminder takes the opportunity to support early mathematical development and talks to the children about different-sized fruits. Children show good hygiene skills and enjoy washing their hands, with support from the childminder. The childminder ensures that toddlers have privacy during nappy changes.
- The childminder is reflective about her ongoing learning and professional development. She keeps her knowledge up to date through webinars and subscribes to local authority updates. The childminder surveys the parents to gain feedback.
- The childminder understands the importance of children being part of their local community. She takes the children on trips to the local park, and they climb on big play equipment. The childminder visits the library with the children, where they meet other adults. This helps children to begin to understand the similarities and differences between themselves and others, preparing them for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. The childminder shares her safeguarding policy with parents. The childminder has good knowledge of the signs and symptoms that a child may be at risk of harm. She knows how to report concerns to the local authority. The childminder attends regular safeguarding training and knows what action to take if someone makes an allegation against her or a member of her family. The childminder carries out daily checks of the outside space. The garden is secure, and the gate is double locked.

What does the setting need to do to improve?

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

- provide children with more time to follow their interests and try out their ideas.

Setting details

Unique reference number	2622192
Local authority	Hampshire
Inspection number	10281069
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	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Marchwood, Southampton. The childminder is open term time only, Monday, Wednesday and Friday, 7.30am to 5pm.

Information about this inspection

Inspector

Jo Parker

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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