

Childminder report

Inspection date: 6 June 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 are happy and safe in the childminder's home. They self-select from the range of toys available, developing their independence. Children progress well as the childminder understands how to provide a broad curriculum that builds on their experiences.

The childminder helps to promote an enjoyment of books. For example, children enjoy cuddling up with the childminder and listening to stories. They confidently read these back to the childminder. Children count the penguins in the book and share this information excitedly. The childminder provides plenty of opportunities for children to sing familiar songs and rhymes, helping to develop their language. For example, during outside play, they spontaneously burst into song with 'I have a little turtle' as they explore the sand and sea creatures that the childminder has set up to celebrate 'World Ocean Day'. Children regularly attend a group at the local library and borrow books. This helps to develop their communication skills and their understanding of literacy and numbers.

Children have many opportunities for physical development outside. For example, they expertly throw balls at the target board and pour water confidently into the water tray.

Behaviour is good, and children show respect for the toys and resources. All children make progress from their starting points.

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

- The childminder regularly assesses her provision and makes changes to meet the needs of the children in her care. She attends training to keep her knowledge current. As a result, the childminder is aware of changes to the inspection framework and ensures that she meets requirements.
- The childminder provides a range of opportunities for children to develop their fine motor skills. For example, children enjoy mark making. They learn new language as the childminder introduces words such as 'illuminous' as they draw. However, the childminder has not fully considered the skills and knowledge she needs to teach older children to further promote their literacy skills, with particular relation to writing.
- The childminder offers children a variety of experiences to develop their understanding of the world. She gains knowledge from the parents about what the children know and can do when they first start with her. She uses this information to build on their experiences. For example, she takes children out regularly to explore the local community, the beach and the local parks. This helps to give children a sense of belonging and enriches their experiences as

they learn about the area where they live.

- Children learn to develop healthy lifestyles well during daily routines. They know they need to wash their hands before snack time, as they are dirty from playing outside. This helps to develop their understanding of personal hygiene. Children choose from a range of healthy snacks and confidently feed themselves. The childminder reinforces good manners and reminds children to say 'please' and 'thank you' during mealtimes. Younger children have their personal care needs met well, as the childminder is very attentive. She greets them warmly when they wake from sleep and chats during nappy changing. This helps to promote their self-esteem and confidence.
- The childminder has high expectations for behaviour. Children understand the rules and boundaries, and their behaviour is good. Children receive lots of praise and encouragement when dressing and undressing themselves. They demonstrate high levels of concentration and perseverance such as when they unfasten buttons on their clothing.
- Parents comment the childminder is 'amazing'. They talk about how their children have developed since starting. The childminder has positive communication with the parents. For example, they receive regular updates and photos that detail their children's progress. Parents share that the childminder is very flexible in her approach and they receive help to support their children's development at home. The childminder supports children's emotional development well. She works closely with parents to understand and provide for their children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the process to follow if she has concerns about a child in her care. She is aware of the procedures to follow if an allegation is made against her or a household member. The childminder understands safeguarding issues. This helps her to recognise signs and protect the welfare of children in her care. She is also familiar with the 'Prevent Duty'. The childminder undertakes training to ensure that her knowledge is current. She is aware of the importance of keeping children safe online. The childminder's home is safe and secure, which prevents people gaining access to the property.

What does the setting need to do to improve?

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

- strengthen knowledge of how to promote older children's literacy skills, with particular relation to writing.

Setting details

Unique reference number	151065
Local authority	Hampshire
Inspection number	10289473
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 2001 and lives in Gosport, Hampshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for a week at Christmas and family holidays. She holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lindsay Osman

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 provider.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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