

Childminder report

Inspection date: 3 July 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 arrive happy with big smiles. They wave goodbye to their parents and excitedly begin playing with the variety of resources that have been set up for them. Children feel safe and secure. They sit on the childminder's lap as they listen intently to stories they already know well and enjoy. The childminder supports young children closely and frequently builds on their vocabulary. For example, the childminder uses words such as 'big' and 'small' as she discusses different balls used in a game. The childminder actively promotes children's language development.

The childminder has high expectations for children's behaviour. Children have a good understanding of these and try hard with daily routines, such as tidy-up time. The childminder positively models clear, polite language that reminds children to say 'please' and 'thank you'.

Children engage in their learning. The childminder plans activities to build on children's current knowledge and inspire them to want to know more. Younger children learn the names of different colours, while older children begin to build their understanding of the concept of matching.

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

- The childminder has a broad and ambitious curriculum. She understands the importance of preparing children for their next stage of learning. The childminder uses mathematical language throughout her conversations with children. She encourages them to count different items during their play and introduces the language for shapes and measurements. Children are learning about mathematical concepts appropriate for their ages.
- Partnerships with parents are strong. For example, parents explain how involved they are in their child's learning because of the support they receive from the dedicated childminder. Parents describe how the childminder provides them with an information board that details what children are currently learning about and how they can extend this at home.
- The childminder uses assessment effectively to enhance her knowledge of what children know and can do. She shares this information with parents and other settings that children attend. Professionals actively work together towards children's learning goals. This helps to support children to achieve the best possible outcomes.
- The childminder provides children with plenty of time to collect their shoes when it is time to go outside. She recognises their different stages of development and offers them plenty of support and encouragement. Children begin to learn important skills that promote their independence.

- The childminder does not consistently extend children's understanding of good health. For example, she does not encourage children to think about the foods they are eating or build on their knowledge of a balanced diet.
- Children often visit local playgroups, parks and farms. The childminder plans these trips carefully to incorporate children's learning. For example, she encourages children to explore their physical skills in the park, as they investigate different boats and apparatus during their pirate theme week. Children have access to a range of exciting experiences.
- The childminder frequently reflects on her practice. She explains how attending a range of different training courses keeps her knowledge up to date and supports her in enhancing different areas of her practice. For example, she has recently attended training that has promoted her understanding of how to implement her intended curriculum more effectively. This has supported the childminder to raise her teaching standards across the different areas of learning.
- Children thoroughly enjoy having books read to them. They frequently look at books independently or take them to the childminder, who recognises the importance of story time and reads with joy and enthusiasm. Children are fully supported to develop a love of reading.
- Children are deeply engaged in their activities. They try hard as they balance beanbags on matching coloured cones and throw rings accurately. Children have highly positive attitudes to learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding policy. She ensures that her home is safe and has appropriate risk assessments in place. The childminder has a clear understanding of different types of abuse. For example, she can knowledgeably explain signs and symptoms that might indicate that a child has become victim to female genital mutilation. Furthermore, the childminder has a clear procedure in place for managing and recording existing injuries. She is clear on the local authority procedures she must follow should she be concerned about a child in her care.

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 consistent messages about the benefits of a healthy lifestyle.

Setting details

Unique reference number	EY270906
Local authority	Hampshire
Inspection number	10295348
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 9
Total number of places	6
Number of children on roll	21
Date of previous inspection	4 December 2017

Information about this early years setting

The childminder registered in 2004 and lives in Waterlooville, Hampshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Nicola Houston

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 education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of group activities with the childminder.

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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