

Childminder report

Inspection date: 26 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 are happy and eager to learn. They build close and meaningful relationships with the dedicated childminder. Children sit and cuddle with her, and she helps them to begin conversations about their upcoming holidays. The childminder introduces new language, such as 'aeroplane' and 'airport', as they talk about flying to another country.

Children smile with joy as the childminder suggests different activities for them to begin their day. She follows their interests carefully, preparing resources that build on their recent discoveries. For example, when children show excitement about their visits to the zoo, the childminder provides plenty of animals for children to explore.

Children excitedly squeeze and stretch the play dough with the childminder. She uses opportunities to extend children's knowledge while they play. For example, when children are making their creations, she supports them by discussing the different colours of the play dough. The childminder offers them plenty of praise as children name some of them correctly. Children become thoroughly engrossed in their play and focus on activities for long periods. They search intently for matching pieces as they successfully add arms and legs to their 'play dough person'. Children develop positive attitudes to learning.

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

- The childminder actively interacts with children throughout their activities. As they play, the childminder enhances children's experiences by providing them with new words. For example, children excitedly learn about the names of a wide variety of zoo and farm animals. The childminder insightfully provides them with names such as 'Oscelot'. She enhances children's understanding of the differences and similarities through careful description and comparison. Children build good language skills and begin to develop knowledge of the world around them.
- Children consume a range of healthy foods at snack time, which the childminder provides for them. During play, she supports children to understand where certain foods come from, such as that eggs come from chickens. However, the childminder does not consistently provide children with opportunities to build on their independence skills, and she often completes simple tasks for them. This does not support children's personal development as much as possible.
- The childminder regularly uses routines and activities to build on children's understanding of numbers and shapes. While building with magnets, the childminder models simple counting to children as she carefully stacks them together. She also names simple shapes, such as 'square' and 'triangle'. The

childminder helps children to learn mathematical concepts appropriate to their age.

- Children behave well. The childminder has high expectations for children's behaviour and incorporates this throughout the routines. When children are at the table, she reminds them of the importance of sitting correctly on their chair, to make sure it does not overbalance. The childminder also teaches children about the importance of sharing and taking turns. She initiates games with a focus on this learning. The childminder carefully promotes children's understanding of rules and how to manage risks appropriately.
- The childminder plans her curriculum carefully to promote all the different areas of children's learning. She promotes outdoor play, during which children build important physical skills by, for example, running and climbing. When children show an interest in football, she provides them with equipment to allow them to practise ball skills and accuracy. Furthermore, the childminder plans activities within the local area, such as visits to playgroups, to help enhance children's social communication skills. Children have access to a range of purposeful experiences and begin to learn about their local community.
- Children enjoy opportunities to draw and make marks on paper. They engage in their play with keen interest as they explore with different-coloured pencils. Children excitedly exclaim with joy as they draw pictures of 'Buzz Lightyear'. However, access to books can be limited, and opportunities for children to listen to stories are not always utilised. This does not fully support children to develop a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe. She implements a robust safeguarding policy, which she regularly shares with parents. The childminder fully understands her duty to ensure that those living in her home are and remain suitable to have contact with children. She understands how to identify any signs or symptoms that would lead her to be concerned about a child in her care. The childminder is clear on the reporting procedure she must follow should she ever believe that a child is being abused.

What does the setting need to do to improve?

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

- support children to extend their independence skills during daily routines
- build on the organisation of the literacy curriculum, to increase children's love of reading.

Setting details

Unique reference number	111665
Local authority	Hampshire
Inspection number	10285800
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 October 2017

Information about this early years setting

The childminder registered in 1998. She lives in Gosport. The childminder has a relevant childcare qualification at level 3 and operates Tuesday, Wednesday and Thursday, from 7am to 5pm, all year round.

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision and curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Children communicated with the inspector during the inspection.

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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