

Childminder report

Inspection date: 2 August 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 and their parents are greeted by the childminder when they arrive. She uses information shared by parents to settle their children by, for example, talking to a child about a recent family holiday. Children have strong bonds with the childminder. They call her name, and she is attentive to their needs. Toddlers use her for emotional support when they struggle with their feelings. She gives them cuddles and helps them to feel safe.

Children show good attitudes to learning and concentrate intently on activities in the big tray outside. The childminder encourages them to recall the story about the tiger and to make a pretend cup of tea. Toddlers enjoy pouring the milk and water into a cup and exploring tea bags to make their pretend drink. The childminder wants all children to achieve well and understands the importance of teaching children new words and concepts. For instance, during their play, she talks about a dripping teabag. The children repeat the word dripping and try to recreate the same experience.

Children control their excitement and wait patiently for their turn to use the foaming soap. The childminder has high expectations of their behaviour and models how to be patient and helpful. Children show good behaviour, help each other and work together to create piles of foam for their play.

Children have good hygiene skills. The childminder uses a sequence of learning to support these skills. For instance, she helps toddlers to wash their hands, and two-year olds listen to and follow her instructions. Pre-school children wash their hands independently before eating and after using the toilet.

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

- The childminder makes good use of assessments and knows what children need to learn next. She has identified that some children need more support to learn to share. As such, she has planned activities to support this. For example, she sets up activities that encourage turn taking, and toddlers learn to share cups and scoops during their play.
- The childminder talks about developing children's confidence and independence. She describes how she achieves this by using 'mini responsibilities for little people'. This builds confidence in what they can do before moving on to their next steps. For example, children make their own sandwiches at lunchtime. Two-year olds insist on spreading the butter on their bread by themselves. Children have high levels of self-confidence and very good independence skills.
- Parents praise the high standard of care the childminder provides for their children. They talk about regular updates on their children's progress and how

they extend this at home. Parents of children with special educational needs and/or disabilities (SEND) report that the childminder works with external agencies to support their children's learning and development.

- Children show good attitudes towards learning. They maintain their concentration and explore unusual objects. For instance, children want to open and examine the inside of tea bags during an activity, and they want to take time to explore the different musical instruments. However, sometimes, the childminder does not give them enough time to explore and think. This means that children do not always have the opportunity to fully develop their play ideas.
- The childminder talks to the children about diversity and uniqueness. For instance, when children recall their game of acting as hairdressers, she tells them about a friend with a disability who overcame adversity. This promotes a thoughtful conversation about differences in people. Children begin to understand what makes them and others unique.
- The childminder works effectively with external agencies to support children and their families. For example, she communicates regularly with the children's key person at pre-school. She follows the advice of speech therapists and uses specialist resources to support children with SEND. This helps to close any gaps in learning and prevents children from falling behind.
- Children learn more about the world through the experiences the childminder provides for them. They regularly visit the library, listen to stories and learn new songs during rhyme time. The children remember seeing tigers at the zoo with the childminder. These events support children's learning, and they talk and reflect on the visit.
- The childminder talks about updating her qualification. She shows a good commitment to keeping her first-aid training, and other mandatory training, up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She has attended safeguarding training and knows the signs that may indicate that a child is at risk of abuse. She is clear about her role in referring to local safeguarding partners. She knows what action to take if someone makes an allegation against her or a family member. The childminder recognises the importance of carrying out a risk assessment to check the suitability of her new premises for children. She is vigilant in identifying and addressing risks. She understands her role in accordance to the 'Prevent' duty guidance to protect children from radicalisation and extreme views.

What does the setting need to do to improve?

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

- provide consistent opportunities for children to follow their interests and try out their ideas.

Setting details

Unique reference number	EY493113
Local authority	Hampshire
Inspection number	10301650
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in North Baddesley, Hampshire. She provides care for children Monday to Wednesday, 7am to 6pm, and Thursday, 8am to 5.30pm, for most of the year. The childminder is in receipt of early years education funding for children aged three- and four-years old.

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision.
- The inspector observed the interactions between the childminder and children.
- 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.

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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