

Childminder report

Inspection date:

6 September 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 at the setting keen to spend the day with the childminder and their friends. Every child is made to feel welcome. This helps to build children's confidence and give them a sense of belonging. Children feel safe and secure in the setting, and the childminder and her assistant work hard to create an environment where everyone is important.

Children start conversations with the childminder and her assistant and are responded to with respect and patience. They enjoy being able to choose their own activities and are gently reminded by the childminder or her assistant to pack away before getting out other toys. The childminder and assistant are both skilled at using subtle ways to prompt children and remind them to behave kindly and considerately towards others when necessary. This means that children are supported well to consider the feelings of, and impact of their behaviour on, others.

Children like spending supervised time with the childminder's dog and are aware of the importance of treating animals respectfully. They enjoy stroking the dog, rewarding him with treats and reminding him of the rules of the house.

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

- The curriculum is planned with children's current interests in mind. This helps to engage them in their own learning and keep them interested by using what they enjoy doing to extend their learning. For example, children use tweezers with the play dough to improve their fine motor skills.
- The childminder has an excellent knowledge of each child's current abilities. She regularly reflects on her own practice to ensure children's needs are being met. As a result, children are making progress and are ready for their next steps of learning.
- The childminder engages the children in meaningful conversations during focused activities and throughout the day. However, at times, the childminder misses opportunities to extend children's language and communication further. This means there are times when children might miss chances to explore new vocabulary or develop their existing communication skills.
- Children are developing their self-care skills and independence skills. For example, they are encouraged to wash their hands and put their shoes on with support. However, the childminder does not consistently provide opportunities for children to practise and improve these skills.
- Children engage in a wide variety of fun experiences outside of the setting. For example, the childminder and assistant take the children to a local music group each week. This helps children to develop their listening skills and physical

development.

- The childminder and her assistant work hard to develop and maintain positive relationships with the children who attend. Children talk freely about their thoughts and ideas. The childminder listens to the children's requests and uses these to plan for future activities.
- Parents are extremely satisfied with the service the childminder provides for their children, with several saying they would be 'lost without her'. Parents are impressed with the fun, stimulating and inclusive environment and explain how their children often ask to see the childminder when it is not their day to attend. As a result, parents feel happy about leaving their child in the care of the childminder.
- The childminder ensures the children at the setting are given regular opportunities to explore other cultures through a range of activities and experiences. For example, children enjoy dressing up in clothes from other countries, looking at books and role playing with pretend food from all over the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand the importance of the referral process and who to talk to if they have concerns around children's safety or welfare. They are aware of the need to share concerns with each other and seek external advice from other professionals when necessary. They regularly update training about a range of safeguarding issues. The children are encouraged to keep themselves safe. For example, during outings, children are taught to hold hands and have an awareness of what is around them.

What does the setting need to do to improve?

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

- provide more support for children to develop their independence skills
- enhance further the support for children to develop their communication and language skills.

Setting details

Unique reference number	EY100454
Local authority	Hampshire
Inspection number	10301678
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 4
Total number of places	6
Number of children on roll	20
Date of previous inspection	26 January 2018

Information about this early years setting

The childminder registered in 2002. She lives with her husband and two children in Chandlers Ford, Hampshire. The setting is open from Monday to Thursday for most of the year. The childminder holds a relevant qualification at level 4. She works with an assistant.

Information about this inspection

Inspector

Lucy Short

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder's assistant spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder's assistant spoke to 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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