

Childminder report

Inspection date: 11 October 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 settled in this warm and nurturing home. They form secure relationships with the kind and gentle childminder, who is attentive to their individual needs. The childminder offers reassurance when new visitors are present, which helps children to feel safe and secure. Children are curious and independently explore the well-laid-out environment. The childminder enhances resources to include pretend tills and money. The childminder supports children's ideas for play well. She uses opportunities during children's play to talk to them about their experiences from home. For example, children enjoy collecting stones outside and selling them in their imaginary shop. The childminder explores this further by using language related to quantity and price. The childminder is a good role model. She reminds children to say 'please' and 'thank you'. This facilitates children's understanding of respecting others. Children behave well and have a good understanding of routines. They learn to share and take turns. Older children offer support and guidance to younger children. This enables children to play harmoniously together.

Children feel valued and listened to. The childminder thoughtfully adapts each day so that children's individual needs are met. For instance, she quickly responds when children indicate that they are hungry. Children are provided with healthy snacks, such as fruit, or choose something from their lunch box. This consistent and reactive care enables children to build secure and trusting relationships with the childminder.

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

- The childminder teaches children about the world around them and talks about what makes them unique. For example, children learn about different cultures and festivals, such as Chinese New Year. Children learn about people who help us in the community. For example, parents who work for emergency services regularly visit the provision. These experiences help to prepare children for life in the society in which they live.
- Overall, the childminder helps children to develop good attitudes to learning. She incorporates children's interests into her curriculum, which encourages them to join in. She is successful at capturing children's initial interest through making sure that activities are enjoyable and exciting. For example, the childminder joins in sensory activities with children. She teaches children about seasons and colours, while decorating pumpkins with paint and foam. However, occasionally, in the more adult-led activities, although the childminder gets children's initial interest, she is not fully successful at maintaining it. At these times, children can become distracted and lose focus.
- The childminder provides plenty of opportunities for children to access fresh air

and exercise. They enjoy walking to the local park and library. Children develop good muscle strength and coordination skills. For example, they confidently use the climbing apparatus in the garden, under the close supervision of the childminder. This helps children to safely manage their own risks.

- The childminder gathers information about each child from their parents before they start. Furthermore, she carries out her own observations and assessments. As a result, the childminder knows the children well. The childminder uses the information gathered to identify children's next steps in learning. Consequently, children make good progress in their learning and development.
- The childminder has created a curriculum to help children build a range of skills in preparation for the future, such as starting school. She places emphasis on activities to help children develop independence skills. Children learn to collect their belongings, put on their shoes before going outside and to think of ways to solve problems. However, there are times between activities when they become restless while waiting for the next part of their routine. This means that children's behaviour can be slightly disruptive.
- Children benefit from a language-rich environment. This helps to support their communication and language skills. The childminder ensures that she provides a running commentary during children's play. Children have regular opportunities to listen to stories. The childminder encourages children to repeat new words and interact during appropriate times. This enables children to develop skills in literacy.
- Parents highly praise the quality of care the childminder provides. They comment on the effective communication they receive. Parents very positively highlight that their children have settled quickly, that there is a wide range of activities available and that children thrive in the childminder's care.
- The childminder is committed to improving the quality of her provision. She is proactive in seeking out training to enhance her knowledge and understanding of safeguarding practices through webinars. As a result, children receive good-quality care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She recognises the signs that may indicate a child is at risk of harm. The childminder knows where to refer any concerns she may have about a child in her care. She is aware of who to contact and what to do in the event an allegation is made against herself or a member of her household. The childminder is proactive in protecting children from potential dangers online. She ensures that parents have access to information to enable them to improve their knowledge and to minimise risks.

What does the setting need to do to improve?

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

- consider fully how to adapt teaching during activities so that children's initial interest is maintained and built on
- manage further transitions between activities and experiences to prevent unnecessary disruption to children's learning.

Setting details

Unique reference number	EY491189
Local authority	Hampshire
Inspection number	10301703
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in the Poulner area of Ringwood, Hampshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Loretta Murphy

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke with the inspector about how she organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector viewed parents' written testimonials about the childminder.
- 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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