

Childminder report

Inspection date:

20 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children settle quickly into the welcoming environment that the childminder provides. They look forward to seeing their friends and the childminder each day, and they are eager to find out what fun experiences are planned. The childminder supports children to understand the daily routine, which helps children settle and feel secure. For example, children take off their outdoor shoes and store them safely out of the way before coming in to fill up their water bottles for the day. Children behave well for their age. They listen carefully and follow the clear, consistent instructions from the childminder. Children understand what is expected of them, of their behaviour and the routines of the setting.

The childminder wants all children to develop a love for stories, books and rhymes. Her focus on children's personal, emotional and language development helps all children develop the essential skills they need to express their needs and communicate their feelings. Children learn to use books as a source of information and reference. This helps them to make links in their learning and understanding of the world. For example, as the childminder reads the 'Supertato' book, she comments on the hero's clean shiny teeth. This sparks a discussion with children about oral health. Children then fetch the model dentures and practise cleaning them. Children are able to express their needs because the childminder knows them well. She is in tune with their individual stages of development and plans appropriate activities to support their good progress.

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

- The childminder teaches children to do things for themselves. She encourages them to wash their hands, refill their drinks and put their shoes on and off. This supports children's growing independence skills.
- The childminder works with families to help children gain a love of books. This helps children to access a wider vocabulary and supports their later literacy ability. The childminder regularly sends home books with children, so they can enjoy these following their weekly trips to the library. She ensures that children have daily opportunities to explore books with her.
- The childminder understands the importance of repetition and introducing new words to support children's speech development. She repeats back the correct pronunciation and adds words to extend children's communication and language skills. For example, she adds the words 'long trunk' when children are making elephants from dough.
- During long periods of child-initiated play, the childminder makes good use of opportunities to teach children new skills and build on their vocabulary and understanding of early maths, such as counting to 10. However, children do not have regular opportunities to develop and build on their creative skills. For

example, there is not a wide variety of materials and/or resources available for children to explore further and investigate.

- Children learn to understand the benefits of making healthy choices and being active. The childminder encourages children to try a wide range of healthy foods and to drink regularly. Children spend time every day playing, usually outside in the fresh air.
- The childminder broadens children's experiences with regular trips into the local community. Children explore woodlands and visit local parks, libraries and toddler groups. This helps them understand their local surroundings.
- The childminder works hard to engage parents in their children's learning. Parents appreciate the wide variety of educational experiences that the childminder provides for their children. Parents are able to share examples of how the childminder has helped their children reach developmental milestones, such as growing social and communication skills. Parents feel that their children are safe and well cared for.
- The childminder is skilled in identifying children who may require additional support with their learning and works with parents to help them understand this. She has systems in place for completing the progress checks for children between the ages of two and three years. However, arrangements in place for seeking advice and support from other professionals are not as fully developed.
- The childminder has worked hard to address all actions set to ensure that she meets the requirements of the early years foundation stage. At inspection, the childminder shared that she had failed to notify Ofsted of a notifiable event. She rectified this and demonstrated that she was aware what requires notifying to Ofsted.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and is alert to the signs and indicators of abuse. There are systems in place for the recording and reporting of concerns that a child may be at risk of harm, and the childminder understands the appropriate action to take in the event that an allegation is made against herself or another household member. The childminder's safeguarding policy is up to date, and she keeps key contact details at hand for use in an emergency. Risk assessments are in place and used effectively to ensure children's safety.

What does the setting need to do to improve?

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

- improve the opportunities for children to explore a wide range of media, materials and different textures to build on developing their creative skills
- strengthen partnerships with other professionals to further support consistency

in meeting children's emerging needs.

Setting details

Unique reference number	EY562512
Local authority	Hampshire
Inspection number	10317527
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 8
Total number of places	8
Number of children on roll	7
Date of previous inspection	5 July 2021

Information about this early years setting

The childminder registered in 2018 and lives in Hedge End, Southampton. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leanne Merritt

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are suitable.
- The inspector observed the interactions between the childminder and the children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took account of these.
- 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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