

Childminder report

Inspection date: 15 January 2024

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

The childminder demonstrates a warm and loving nature, which helps children to feel secure, happy and safe in her care. Prior to children attending, the childminder gathers key information from parents, to help her to identify children's individual characteristics and care needs. This helps to support children's emotional well-being. Children form close attachments with the childminder. They demonstrate that they feel secure by moving independently around the environment and choosing what they want to play with.

Children benefit from many opportunities to support their communication and language skills. For example, throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Children repeat familiar words and phrases in response to the childminder's warm interactions.

The children enjoy spending time in the garden. They are supported to use the resources. For instance, the childminder supports and encourages the children to ride the balance bicycle. This supports the children's physical development.

The childminder is a good role model, who sensitively reinforces her expectations for children's behaviour. For example, children listen to her as they are supported to learn to share and take turns. The childminder provides the children with opportunities to develop through social experiences. For instance, they enjoy attending regular toddler groups and going to the park. The childminder offers continual praise and encouragement, and children develop good levels of confidence and self-esteem.

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

- The childminder ensures that she is aware of children's starting points and their interests. She uses this to build a curriculum that is adapted to meet children's individual learning needs. For instance, she recognises when children need to work on sharing and turn taking and plans her curriculum accordingly. Through regular observations, she identifies next steps in children's learning. This supports children to make good progress from their individual starting points and abilities.
- The childminder supports children to develop their communication and language skills well. She encourages them to use their imaginations as they talk about the farm animals and tractors. For example, as they move the animals in the tractor, they talk in detail about what the farm animals may eat and the noises they make. The childminder responds well to children's speech. For instance, she echoes back the single words communicated by younger children. The

childminder corrects children's pronunciation of familiar words to support their communication and language development. For example, when children say words such as 'horsey' and 'piggy', she models the correct language, saying 'horse' and 'pig'.

- Children behave well. They show confidence around visitors and are happy to show them their favourite toys. The childminder has a gentle approach and communicates respectfully with the children. For instance, she reminds children to say please and thank you to their friends when playing. Children are keen to engage with the childminder and take part in activities.
- The childminder attends mandatory training, such as safeguarding and paediatric first aid, to help her refresh her knowledge of how to keep children safe. However, she does not fully engage with other professional development opportunities to further strengthen her teaching practice and build and develop her knowledge over time.
- The childminder generally ensures that there are good health and hygiene routines in place. For example, children are reminded to put their hand over their mouth when coughing. Furthermore, they talk about the healthy food they are eating at snack time. However, handwashing procedures are not consistent. For instance, children do not always wash their hands before meals and, at times, the childminder does not model good practice with nose wiping. This does not give children consistent messages about hygiene.
- Partnerships with parents are good. Parents comment on how happy their children are in the childminder's care and the progress they have made since attending the setting. The childminder ensures that she keeps parents informed about children's learning and development. For example, she uses daily diaries, shares photographs and engages in discussion.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make better use of professional development opportunities to further enhance knowledge and develop teaching skills
- offer more consistent support for children to learn about healthy lifestyles, especially the importance of handwashing.

Setting details

Unique reference number	112123
Local authority	Hampshire
Inspection number	10305327
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	0 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 February 2018

Information about this early years setting

The childminder registered in 1997. She lives in Portchester, Hampshire. The childminder is operates Monday to Thursday, 8am to 5pm, for 50 weeks a year.

Information about this inspection

Inspector
Nicole Atkinson

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, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting.
- 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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