

Childminder report

Inspection date: 30 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children receive a friendly welcome from the kind and caring childminder as they arrive. She is enthusiastic and highly attentive to children's needs. The childminder uses her knowledge of children's interests to engage them in activities. For instance, she adds a range of shapes and colours to sorting activities. Children beam with smiles as they match objects into the correct categories. This supports children to make good progress in their learning.

The childminder is a good role model and constantly uses good manners. Children are learning to be polite and say 'please' and 'thank you' as they engage in their play. Additionally, the childminder broadens their experiences with regular outings in the local community. For example, children visit local parks and toddler groups with other children. This builds on their social skills and helps them to understand their local surroundings.

The childminder supports children's love of books. She enthusiastically reads stories, using lots of expression. Children giggle with delight as they explore props, such as toy snakes, lions and frogs. The childminder encourages children to tell the story themselves. They repeat back familiar phrases from the story. This helps children to expand their vocabulary and their imagination.

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

- The childminder has made good improvements to the curriculum since the last inspection. For instance, she makes sure that activities are flexible. She adapts her teaching to children's changing needs and interests. This means that children make good progress and continue to build on what they already know and can do.
- The childminder uses daily routines to support children's independence. For example, children take an active role in tidying away before lunchtime. They know they need to wash their hands before mealtimes and collect their own water bottles. This helps to prepare children for their eventual move to school.
- Mathematics is woven into the activities of the day. The childminder encourages children to count objects at every opportunity during their play. For instance, children count the number of ducks when they sing songs and work out how many are left. The childminder introduces mathematical language such as words for shapes and sizes. This helps to develop children's early mathematical skills.
- The childminder plans activities to develop children's small muscles in their hands. For example, children enjoy playing with play dough. They squeeze, roll and use cutters to form shapes. The childminder extends their development further by introducing scissors. Children show high levels of concentration as they snip play dough into small pieces.

- The childminder has good relationships with parents. She ensures that there is a good exchange of information through photos and verbal handovers. This helps parents to understand their children's learning and development. Parents speak very highly of the childminder. They say they are very happy with the care their children receive and the good progress they have made.
- The childminder is committed to the ongoing development of her provision. She attends regular training and professional development opportunities through webinars. Additionally, she has identified further training that she would like to complete. This helps to continually improve learning experiences for children.
- Overall, children behave well. The childminder is a good role model. She encourages children to share and take turns, which helps them to be kind and respectful. However, she does not always help children to recognise the impact of their behaviour on other children. Therefore, children do not always fully understand what is expected of them.
- The childminder interacts with children well. She supports their communication and language development. For instance, she comments on their play and frequently asks questions. However, occasionally, she does not give children enough time to consider their response before she asks the next question. This means that children are not always able to fully explore their thinking skills.

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:

- help children to understand about the consequences of their behaviour and how it makes other children feel
- give children the time they need to respond to questions, to further support their communication and language skills.

Setting details

Unique reference number	150800
Local authority	Hampshire
Inspection number	10281465
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 2
Total number of places	6
Number of children on roll	12
Date of previous inspection	8 February 2023

Information about this early years setting

The childminder registered in 2001. She lives in Whiteley, Hampshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Wednesday. On Thursdays, the childminder provides care before and after school during term time, and all day in the school holidays. The childminder has an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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