

Childminder report

Inspection date: 4 July 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

Children are happy, safe and secure in the childminder's home as they are familiar with the routine and surroundings. They are confident and explore freely, choosing from the variety of resources the childminder has set out for them. Children talk about their pizza toppings as they play in the role play area. They serve portions of food and animatedly talk about the pizza having two pieces of cheese and tomato. This demonstrates their understanding of early mathematics.

The childminder plans a broad curriculum based on the children's needs and development. Children spend much time outside in the childminder's garden or on outings in the minibus. The childminder takes the children out into the local community or the nearby forest. She gives the children opportunities to take part in new experiences. For example, children choose their own fruit at the local market and she gives them money to pay. This enriches the children's experiences and helps them to learn about the world around them.

The childminder has high expectations for her childcare provision. Children behave well and are kind and caring towards each other. They spontaneously use the words 'please' and 'thank you' in their play and at mealtimes.

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

- The childminder deploys her assistants well. They report their well-being is good and they feel supported in their roles. The childminder and her assistants access professional development training together. This helps to ensure their knowledge and understanding of the early years curriculum remains current.
- Overall, the curriculum is well planned and sequenced. All children, including those with special educational needs and/or disabilities (SEND) make good progress from their starting points. Children explore a range of activities appropriate to their age. However, there are times during the day when the younger children do not enjoy the same level of focussed attention and on occasion they become restless and distracted. At times, this means they disrupt older children's learning by interrupting their play.
- The childminder works effectively with other early years providers and schools. She shares information about children's strengths and areas for development. This helps to promote shared learning and a smooth transition to their next stage of learning.
- The childminder completes regular assessments to ensure children are making progress. She understands the importance of undertaking two year progress checks. The childminder supports children with SEND very well. She refers to other agencies and is persistent in her approach to ensure children's needs are met.

- The childminder considers the needs of children who are in receipt of additional government funding. She spends the extra finance well and identifies how to support individual children. For example, the childminder uses this money to enhance children's experiences. She plans outings to the local garden centre with the children, to choose plants. The childminder then provides activities to develop their understanding of planting and growth.
- The childminder builds on what children know and can do and provides activities to meet their needs. Consequently, children demonstrate positive attitudes to learning. For example, they persevere in their play when walking on the stepping stones. They concentrate hard, holding on to the fence for support. When they stumble off, they get back on and try again.
- The childminder promotes personal development well. She and her assistants follow guidelines for safe sleeping and place babies to bed in the correct position. The childminder encourages children to wash their hands before meals and after using the toilet. This helps them to understand the importance of healthy lifestyles.
- The childminder forms good relationships with parents and they comment positively on the care she provides. She helps parents complete paperwork and attends meetings with them to provide support. The childminder provides regular updates on children's development. She allows the children to take familiar resources home. Children benefit from this joined up approach to their care and flourish in their learning and development.

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:

- strengthen planning for the youngest children to engage them more consistently in activities and ensure all children benefit fully from the intended learning.

Setting details

Unique reference number	2519561
Local authority	Hampshire
Inspection number	10352980
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 8
Total number of places	9
Number of children on roll	23
Date of previous inspection	11 November 2021

Information about this early years setting

The childminder registered in 2019. She lives in Hythe, near Southampton. The childminder also works with assistants. She offers her service Monday to Thursday from 8.30am to 3.30pm for most of the year. The childminder and three of her assistants hold childcare qualifications at level 3. She receives government funding for free early education places for two-, three- and four-year-olds.

Information about this inspection

Inspector
Lindsay Osman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a creative activity with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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