

Childminder report

Inspection date:

5 December 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

The childminder creates an inclusive, nurturing and safe environment for children to play and learn. She is very attentive to children's individual needs and promotes kindness as a priority. Children very quickly establish strong bonds with the childminder and each other. They behave very well. Children are supported to follow the group rules and learn to take turns. They manage their feelings successfully, resolving minor disagreements maturely.

The childminder promotes children's resilience well. She sensitively builds children's self-esteem and instils children's belief in themselves. Children show a 'can-do' attitude. For example, during a baking activity, they take turns mixing the sticky dough. Despite this presenting a challenge for some children, they do not give up. They are overheard saying to themselves, 'Come on, you can do it.' They persevere with great determination and benefit from praise given by their friends.

The childminder places a strong emphasis on supporting children's communication and language. Children relish opportunities to listen to their favourite stories. They become captivated by the childminder's animated storytelling, snuggling in to hear what happens next. They discover the historical context of the spruce tree that stands in Trafalgar Square at Christmas time. Children draw on their own knowledge of identifying trees on their woodland walks and compare the difference between a spruce tree and a fir tree.

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

- The childminder demonstrates a good understanding of how young children learn. She plans activities that meet the learning needs of individual children very successfully, particularly for children with special educational needs and/or disabilities (SEND). Children are motivated by the childminder's precise support and strong teaching. They develop a wide range of skills, including those essential for their move to their next stage of education.
- The childminder provides children with a range of experiences to enhance their understanding of the wider community. Children excitedly recall trips to local castles and to see a nearby railway. They enjoy meeting up with friends during forest school activities, where they relish opportunities to play and explore in the fresh air and develop their physical skills. Overall, the childminder plans the daily routine well. However, there is scope to manage transitions better so that children are better prepared for what is coming next.
- The childminder fosters children's personal development well. She helps children learn about foods that are good for them and the importance of hygiene routines. Children develop quickly in their independence and are keen to do things for themselves. For example, they enjoy the opportunity to act as helpers

as they find the bowls and utensils for a cooking activity. They show good levels of self-care and treat the toys and each other with respect.

- The childminder establishes purposeful working relationships with parents, other settings and professionals. She ensures an effective two-way flow of information that includes an accurate summary of what children can do and need to learn next. The childminder implements strategies shared by professionals working with children to ensure consistency in her approach to supporting children's learning. She plays an active part in her local childminding community through the provision of a music and song-time group for local families to attend.
- The childminder shows a strong commitment to maintaining high-quality learning experiences for all children. She furthers her own professional development through her involvement in a local childminders' network and through attendance at required training. The childminder reflects well on areas for future development and places a strong focus on specific priorities for individual children's learning. She holds an accurate and honest evaluation of her own practice, acting on feedback from parents and children to create a bespoke and effective service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is a strong advocate for promoting children's emotional security and assuring their safety. She proactively accesses training and reads widely so that she stays up to date on local safeguarding priorities. The childminder works effectively with a number of agencies to ensure children's access to early help, including for children with SEND. She manages risk well, ensuring household members or adults working on the premises are vetted, as required. The childminder teaches children to manage their own safety. For example, during forest school activities, children learn about fire safety as they cook popcorn over a small fire under careful supervision. The childminder carries out effective risk assessments of her premises, ensuring safe spaces for children to play and rest.

What does the setting need to do to improve?

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

- introduce ways of helping children manage a change in routine so that they are better prepared for what is coming next.

Setting details

Unique reference number	EY315222
Local authority	Isle of Wight
Inspection number	10301539
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	9 January 2018

Information about this early years setting

The childminder registered in 2006 and lives in Ryde on the Isle of Wight. She offers care from 7.30am to 5.30pm on Monday to Friday, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Melissa Cox

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 talked to the inspector about the curriculum and what she wants the children to learn.
- The inspector and the childminder evaluated a baking activity and discussed children's progress.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children during the inspection and took account of their views.
- A small sample of documentation was reviewed.

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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