

Childminder report

Inspection date: 28 June 2022

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 instantly settle. They feel safe and secure and have strong bonds with the warm and caring childminder. Children have high levels of self-esteem and confidence. They are excited to share their thoughts, feelings and wishes with each other and the childminder. Children eagerly chatter about the different things they are making out of play dough. They proudly attach the 'horses' they have made to the wall as they excitedly show off their achievements. Children giggle as they sing nursery rhymes using a range of different props, such as ribbons as they sing 'Wind the Bobbin Up'.

Children are curious, keen to learn and behave well. They have lovely manners which are highly encouraged by the childminder. She has high expectations of their behaviour. For example, she models how to share and take turns with the resources, which children then replicate in their play.

Children are highly engrossed in the different activities they take part in. For example, they develop their small-muscle skills in preparation for learning how to write as they skilfully thread 'fruit hoops' onto threads. Children persevere when it becomes challenging. They practise their counting as they count how many hoops they have on their thread and then compare who has the longest.

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

- The childminder has a secure knowledge of what she wants children to achieve by the time they go to school. Her curriculum is challenging and ambitious as well as age-appropriate. She has high expectations for children and they make good progress.
- The childminder develops strong partnerships with parents. They praise the childminder for the excellent communication as well as how she personalises the experiences for each child. They comment on how nurturing and loving the childminder is.
- Children love to play outdoors. They giggle happily as they include others in their play. Children learn how to take risks safely, such as when they climb up to the raised playhouse.
- Children learn about the world around them through frequent outings. For example, they learn about nature and the environment through trips to the zoo and parks. They also meet up with other groups regularly, which helps them learn about the differences between people through everyday activities.
- In her enthusiasm, the childminder, at times, does not encourage children to think about how they may solve a problem or complete task themselves. For example, when children are trying to problem-solve, such as how to climb in and out of a toy car, the childminder steps in with the solution immediately.

- Children learn different ways to keep themselves healthy. For example, they enjoy taking part in preparing home-cooked nutritious meals. Very young children help prepare their snack by skilfully cutting up different fruits.
- Children develop a love of reading as they listen to stories frequently. They are very familiar with the different stories available and have clear favourites. Children eagerly press the buttons in 'Noisy Jungle' to make the corresponding animal sounds to the pictures. They enjoy making the different sounds themselves as well.
- The childminder values the need for continuous professional development. She keeps herself up to date using a variety of methods, such as online training and professional magazines. She is continuously reflecting and evaluating her provision to ensure children have the best possible experiences.
- Children take pride in being independent. For example, very young children beam in delight when they succeed at putting on their own shoes.
- Children make good progress with their communication skills. For example, they learn new vocabulary, such as 'clementine', as they enjoy their snack. The childminder also continuously repeats their words back to them so children hear the correct pronunciation of words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the importance of safeguarding. She knows the signs and symptoms that may indicate a child is at risk from harm. The childminder knows how to report concerns about children. This includes when to persist and take concerns further. She understands how to report allegations against herself or members of her household. The childminder has a secure understanding of issues such as county lines. Children learn how to keep themselves safe through everyday activities. For example, children learn about consent when some children want to give children hugs and other children do not want hugs.

What does the setting need to do to improve?

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

- further support children as they learn to think critically for themselves, test out ideas and problem-solve.

Setting details

Unique reference number	EY475325
Local authority	Hampshire
Inspection number	10219812
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	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Chandlers Ford, in Southampton, Hampshire. She provides care from Monday to Wednesday, from 8am to 6pm, for most of the year. The childminder is registered to receive funding for free education for children aged two, three and four years.

Information about this inspection

Inspector

Natasha Jarvis

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector.
- The inspector observed the childminder and children.
- The childminder and the inspector held discussions throughout the day.
- The inspector sampled relevant documents.

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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