

Childminder report

Inspection date: 24 January 2025

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 come to the setting excited to see the childminder. They appear to look forward to spending time joining in with activities that are interesting and engaging. For example, children thoroughly enjoy making fruit kebabs and eating them afterwards. This provides opportunities for children to develop skills, including coordination and concentration, and time to talk to their friends.

Children understand the behaviour expectations of the setting and respond well to the childminder when she gently reminds them of the rules in a calm manner. For example, the childminder explains to children to use 'kind hands' or have 'listening ears' when playing in a group. This supports children's social development and encourages everyone to be considerate to their friends.

The childminder works closely alongside another childminder to ensure children feel safe and secure during their time together. She warmly nurtures children to ensure they feel happy and ready to learn. For example, stories are shared at the start of the day to allow time for children to settle in before they begin singing and learning about shapes and numbers. This allows children to understand the routine and what is coming next.

Children are taught how to keep themselves safe. For example, the childminder teaches children about the importance of washing hands after toileting with soap and water to remove germs. This supports children's self-care skills and independence.

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

- The childminder provides a curriculum that is ambitious and challenges every child. For example, she uses yoga poses to help children learn about their bodies. She shows children how to feel their hearts beating faster. This supports children to develop a self-awareness about the effects of exercise.
- The childminder promotes children's communication and language development. For example, she asks children questions and engages them in conversation. However, there are times when the childminder does not give children enough time to process new information or think about what has just been said. This means that, sometimes, children do not respond, or they lose focus during a conversation.
- Children are well prepared for their next stage of learning. The childminder knows every child extremely well and builds on what they already know to move their learning forward. For example, children learn how to handle books correctly when they help the childminder to turn the pages. This encourages a love of books and stories.

- The childminder takes children on regular outings. For example, children visit the local supermarket and park. This provides children with an understanding of their local community and gives them a sense of the wider world.
- The childminder has strong links with key organisations in the local area. For example, she works closely with the local school to ensure information is shared regularly and accurately. This helps her to stay up to date with local issues and work in partnership with other professionals.
- The childminder works closely with parents. For example, she supports them when she provides information on how to support children with toileting, eating and moving on to school. This means that children receive care that is consistent.
- The childminder's practice is inclusive, and all children are made to feel an important member of the group. For example, she encourages children to join in and have a go, adapting activities to meet the needs of those who require more support or challenge. This gives children a sense of belonging and builds their self-esteem and confidence.
- The childminder regularly attends training to ensure her knowledge is accurate and up to date. For example, she has attended training on how to implement the curriculum, how to review it, and the impact this has on the children in her care. The childminder regularly reflects on her practice and makes any improvements needed.

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:

- provide children with sufficient time to respond to information during activities to develop thinking skills and conversation.

Setting details

Unique reference number	131295
Local authority	Southampton
Inspection number	10376178
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 1998. She lives in Southampton, Hampshire. She works Monday to Friday, from 7am to 7pm, for most weeks of the year. She regularly works with a co-childminder.

Information about this inspection

Inspector

Lucy Short

Inspection activities

- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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