

Childminder report

Inspection date: 26 January 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 provides a homely environment for children. Children show that they are happy and settled. They freely explore a wide range of resources and carefully planned activities. Children explore the role play kitchen and enjoy listening to familiar nursery rhymes. New children quickly form secure attachments with the childminder. She offers reassurance with kindness and cuddles. Parents are reassured that their children are cared for in a safe and happy environment.

Children enjoy being active. They access the garden freely throughout the day and enjoy developing their physical skills. Children run with energy around the garden. They practise jumping on the trampoline and enjoy the calming motion of the swing. Children develop strength in small muscles in their hands as they roll, squeeze and pinch play dough. Children are offered different experiences in the local community. They go on trips to local water parks and beaches and go on woodland walks. Children visit local toddler groups to develop their social skills. These opportunities help children to broaden their experiences and learn about the world around them.

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

- The childminder plans a curriculum that is based around the interests of children. She gathers information from parents about children's experiences at home. There is a balance of child-initiated play and adult-led activities. These are planned to incorporate children's interests and what they need to learn next. For example, the childminder introduces different shapes and colours while children explore paint. This helps children to progress in their learning.
- The childminder promotes children's independence and self-care skills. She supports children by encouraging them to do things themselves. The childminder reminds children to put on their wellington boots before going out in the garden. Children clean their hands with wipes after messy play. However, the childminder is not consistent in encouraging handwashing routines before eating. This does not allow children to learn about good hygiene through regular handwashing.
- Children of all ages enjoy listening to nursery rhymes and songs. Babies listen attentively and gaze at the childminder as she softly sings to them. Toddlers excitedly dance with musical instruments to 'Wind the Bobbin Up'. Older children confidently request their favourite songs when using a voice-activated virtual assistant. They jump up and down with excitement when the song comes on. This helps support children's language development.
- Overall, children behave well. They are learning to take turns and share with their friends. Younger children play alongside babies and kindly share their toys. They share a smile to show a kind bond. The childminder uses distraction and

gentle support to help children through their frustrations when they struggle to wait their turn. As a result, children are learning to be kind and respectful towards each other.

- The childminder works alongside her co-childminder effectively. They support each other extremely well. They share ideas to develop the effectiveness of their setting. The childminder completes training to strengthen her knowledge and skills. For example, she has recently attended autism training and will use the knowledge gained to further support children in her care. This helps develop her professional practice.
- The childminder has a good understanding of children with special educational needs and/or disabilities (SEND). She gains advice from outside professionals to ensure that she meets individual needs. For example, she is learning new techniques to support children's emotional well-being with transitions. This means that children with SEND are supported very well.
- The childminder has developed friendly relationships with parents. Parents appreciate the childminder's flexibility to suit the needs of children. They would highly recommend her to other parents. The childminder shares information with parents about learning goals for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding practice. She can identify when a child may be at risk of harm. She understands the procedures for referrals and who to contact. She completes regular training to keep her knowledge up to date. Regular risk assessments are carried out to ensure children are kept safe. Sleeping children are checked on regularly and monitors are used. She ensures her home is safe and secure, and she is vigilant in her supervision of children.

What does the setting need to do to improve?

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

- strengthen the consistency of hand hygiene practices to support children's understanding of the links between good hygiene and good health.

Setting details

Unique reference number	EY312220
Local authority	Southampton
Inspection number	10234955
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 March 2017

Information about this early years setting

The childminder registered in 2001. She is based in Southampton. The childminder opens from 7am to 5.30pm Monday to Friday. The childminder receives early education funding for children aged three and four years. She works with her co-childminder.

Information about this inspection

Inspector

Kelli Wiseman

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that it was having on children's learning.
- The inspector took account of the written views of parents.
- 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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