

Childminder report

Inspection date: 10 October 2019

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 warm welcome to all children. She listens to children and values the uniqueness of every child.

Children access a wide variety of exciting toys and educational resources. They take pleasure in making independent choices, for example, as they build their own constructions with genuine interest. Children learn to use tools for a purpose. They use building bricks to make a structure and connect a firefighter's hose. They use good control as they carefully turn the handle. Children are keen to invite the childminder into their play. They discuss what they are doing and show good language and communication skills. The childminder models language clearly and provides many opportunities for children to hear new words. She makes good use of questioning and gives children sufficient time to explore their own ideas.

Children have many opportunities to explore their senses. They laugh and giggle, jump up and down and wave ribbons around them. Children transfer pom-poms into different containers and demonstrate a growing understanding of colour and number. They cuddle up and listen attentively to their favourite stories as the childminder reads to them. The childminder builds on children's interests. She incorporates puppets, which help to engage children in the stories even further. Children enjoy making marks and actively talk about their drawings. This helps to build on children's early literacy skills.

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

- Children build strong relationships with the childminder. They are happy, settled and show high levels of self-confidence. This helps build good levels of emotional well-being. Children are confident to communicate their thoughts and ideas. For example, they ask for additional resources to add into their play. The childminder is attentive and responds well to children's individual needs.
- The childminder has strong relationships with parents. She shares information, such as through daily chats and the sharing of photographs. Parents are complimentary about the childminder and the good progress their children have made.
- The childminder meets other professionals and shares information to help maintain good-quality childcare. She has completed training in safeguarding and paediatric first aid, as well as other short courses. However, she does not identify specific areas for professional development, to raise the quality of teaching to the highest level.
- Children enjoy the opportunities to explore the wider world. For example, they enjoy outings to local farms and other experiences such as visits to coffee shops. Children benefit from physical activities and spend lots of time outdoors in the

fresh air. They get pleasure from visits to local parks. The childminder encourages children to think about their personal safety. For instance, children learn to take safe risks and negotiate their way over large play apparatus. The childminder encourages children to wash their hands and places a strong emphasis on promoting good personal hygiene.

- Children are kind and respond to the needs of their friends. For example, they pass toys of interest to their younger peers. The childminder builds on their self-esteem and gives lots of praise and encouragement.
- The childminder reflects on the service she provides and asks parents for their views to support her to identify areas she could improve. For example, she seeks information on children's abilities at home and adapts the environment to follow children's interests.
- The childminder carries out detailed observations and assessments and provides children with educational experiences across all areas of the curriculum. However, on occasion, she does not use her knowledge of children's individual development needs to challenge children further to maximise their learning at every opportunity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of the procedures to follow should she have any concerns about children in her care. She is clear about the indicators that may alert her to any child protection concerns. The childminder understands the importance of monitoring children's non-attendance. She assesses risks to children in her home and garden to ensure they are safe and secure in her care.

What does the setting need to do to improve?

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

- focus on specific areas for professional development and review the impact of this on children's development to develop the quality of teaching further
- refine the use of children's assessments to more precisely identify how to support their individual learning further to help individual children achieve the best possible outcomes.

Setting details

Unique reference number	EY366797
Local authority	Southampton
Inspection number	10074055
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 July 2016

Information about this early years setting

The childminder registered in 2008. She lives in the Sholing area of Southampton, Hampshire. The childminder provides childcare from Monday to Friday all year round, with the exception of one week at Christmas and her personal holidays. She provides funded early education for three- and four-year-old children. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the childminder and children during their activities and discussed her observations with the childminder.
- Discussions were held with the childminder and children throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback and through discussion on the day of the inspection.

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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