

Childminder report

Inspection date: 2 December 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

The childminder provides a welcoming and homely atmosphere. Children demonstrate they feel safe and secure as they snuggle in for cuddles with her. Parents are confident to leave their children here and show positive relationships during handovers.

Activities are child-centred, and the childminder has a playful attitude, which the children enjoy. She knows the children very well and plans activities that stimulate their senses. For example, the children enjoy exploring jelly and spaghetti with their hands and confidently share their observations.

The childminder promotes children's good behaviour. Children show respect and kindness towards each other, as they politely say 'please' and 'thank you'. Children are kind to each other. For instance, older children are loving and gentle towards babies. Children develop good hygiene habits. For instance, they know to cover their mouths when they cough, to help stop the spread of germs. Children are developing an awareness of how to keep themselves healthy.

Mealtimes are social occasions when children's independence is promoted well. For instance, they enjoy peeling their own fruit. Children demonstrate a good understanding of the importance of making healthy food choices. For example, they confidently discuss their favourite fruits. Children enjoy plenty of fresh air and exercise. They benefit from exciting trips to playgroups and local parks, helping to develop their physical skills. Children meet new people and develop their confidence in social situations.

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

- Partnerships with parents and other professional are strong. The childminder knows the families and children well. She keeps parents informed of their children's progress and offers ideas for continued learning at home. The childminder shares daily updates and pictures with parents and provides an in-depth handover at the door. Parents show confidence in leaving their children at this setting.
- Children have opportunities to practise their gross and fine motor development. For example, when they visit soft-play centres, they run, climb and explore, using their physical skills.
- The children engage in back-and-forth conversations with each other and the childminder. As they paint, children talk about their pictures and describe what they have created. The children have good quality interactions throughout the day. However, the childminder does not use books and songs effectively as part of the daily routine, to further enhance language development in the youngest

children.

- Children have opportunities that increase their knowledge and sense of the world around them. They enjoy trips out and fondly talk about their experiences. For example, they enjoy visiting the local care home and share their plan to make chocolate for the residents at Christmas. This helps children to learn about people in the community and to show respect for their elders.
- The childminder places a strong emphasis on mathematics, and consequently children make progress in all areas. For example, children match numbers to objects as they play games. They count in sequence from one to 10, and begin to recognise numerals.
- Children have a positive attitude to learning. They show respect for each other and demonstrate high levels of pride and achievement. For example, while building a sensory cube, the children take turns to add blocks. They encourage and praise each other when they achieve or find tasks difficult. This helps children develop to develop high levels of self-esteem.
- Children show the beginnings of managing their own behaviour and realise how this impacts others. Hygiene practices are embedded as children demonstrate washing their hands independently before mealtimes. The children remind each other of the importance of washing germs away.
- The childminder has an ambitious vision for her provision. She uses feedback from the local authority advisory team to inform her improvement plan. For example, the childminder talks about an audit tool she is using to identify areas where she can improve. She plans to build a stronger network with local childminders, to share ideas and knowledge to help improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her duty to protect children from harm. She attends regular safeguarding training and keeps up to date with local authority changes. The childminder has thorough risk assessments in place to ensure that children are kept safe in her home and on outings. She knows who to contact if she has a concern about a child. The childminder knows the procedures to follow if an allegation is made against her or a household member. The childminder checks the premises and minimises any hazards to children.

What does the setting need to do to improve?

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

- extend opportunities for children to make better use of stories, songs and rhymes, so that children hear and learn to use more words.

Setting details

Unique reference number	EY414317
Local authority	Southampton
Inspection number	10228534
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2010. She lives in Southampton, Hampshire. The childminder offers care from 7.30am to 5.30pm on Monday to Friday, throughout the year. The childminder accepts funding for the provision of free education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Fountain

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 her curriculum and what she wants children to learn.
- The inspector observed parents collecting the children from the setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The children shared their experiences 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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