

Childminder report

Inspection date: 6 May 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

The childminder creates a warm and welcoming environment, where children appear happy and settled. She develops strong attachments with the children, who frequently go to her for comfort and reassurance when needed. The childminder encourages children to understand and begin to name different emotions. She uses stories to generate discussions and raise children's awareness of different feelings. For example, children illustrate their emotional literacy as they talk about characters being 'happy' and 'sad' based on their facial expressions. This supports children's emotional well-being.

The childminder supports children's communication and language development well. For instance, she talks to the children, modelling vocabulary and asking questions to promote conversation. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. The childminder understands the importance of activities to support children's language development, such as music and singing familiar nursery rhymes. This supports children to become confident communicators.

The caring childminder is a good role model. She is calm and patient and sensitively reinforces positive behaviour. For example, the childminder supports the children to learn how to share, take turns and use good manners. She encourages children to be considerate of their friends and show kindness towards each other. For instance, children help their friends to get a drink when getting one for themselves. Children understand and follow the daily routine well. They know what is going to happen next, which positively impacts their good behaviour. This supports children to behave well.

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

- The childminder is passionate about her role and is ambitious for children to make the most of their time with her. She enhances her professional development by seeking out training opportunities, such as special education needs and/or disabilities (SEND) training. In addition, the childminder has discussions with other early years professionals, to reflect on children's learning and gain new ideas.
- The childminder has a good understanding of how to support children with SEND. She works in collaboration with children's parents and other professionals to ensure timely referrals are made and the needs of all children are met. This supports children with SEND to make progress alongside their friends.
- The childminder has a stimulating and ambitious curriculum. She works closely with parents to gather an understanding of children's initial development when they start. The childminder has a good understanding of children's individual

interests and uses this to extend their learning. For example, she provides children with opportunities to play with dolls, encouraging them to look after and care for them. This supports children's learning and development.

- The childminder ensures mathematics is integrated into all activities. For instance, children expressively talk about value and number, as they sort and count coloured bricks, and search for numbers in the sand. The childminder helps children to repeat their counting and identify one more and one less. This ensures children have plenty of opportunities to develop mathematical language.
- Children have many opportunities to make choices and choose what they would like to do. In addition, the childminder provides a good range of activities that they can all do together, such as building with bricks and creative activities. However, on occasion, she does not place a sharp enough focus on supporting the youngest children with what they need to learn next when delivering planned activities. This does not consistently support children to make the best possible progress.
- Children learn about their community and the world around them. For example, the childminder takes them on regular trips and walks, such as to local parks, the library and play groups. Furthermore, she uses additional funding to take the children on trips to places, such as the farm. This helps children to develop an understanding of the community and develop their confidence.
- The childminder helps children to understand the importance of developing a healthy lifestyle. For example, she provides children with many opportunities to be physically active every day. The childminder provides children with nutritious snacks and meals, which they appear to thoroughly enjoy. Furthermore, she supports the children to understand the importance of oral health. This supports children's health and well-being.
- The childminder has extremely good relationships with parents. She uses a variety of ways to share information with them about their children's day, ongoing development and ideas to support home learning.

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:

- develop teaching to ensure younger children consistently benefit from intended learning during planned activities.

Setting details

Unique reference number	EY420377
Local authority	Southampton
Inspection number	10392312
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	15 August 2019

Information about this early years setting

The childminder registered in 2011. She is situated in the Weston area of Southampton. The childminder operates from 7.15am to 6.30pm, Monday to Friday all year round. She has a relevant early years qualification at level 5. The childminder provides funded early education for children aged two-, three- and four-years old.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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