

Childminder report

Inspection date: 13 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in this friendly and welcoming setting. They play happily and enjoy the warm relationship they have with the childminder. They laugh and sing together as they enjoy musical books and games. Children are happy, settle quickly and know where to find the toys they enjoy. Children feel valued and supported, and confidently communicate when they need help or support. The childminder knows children and families well and ensures their needs are met quickly.

Children enjoy tipping out magnetic letters and placing them on the fridge to discover how they attach. They marvel at the shapes they create and share what they see. They enjoy lining up toy fish to count and match colours together. Children enjoy selecting materials to stick onto paper using glue and laugh as they discover big googly eyes to use. They learn new words, such as 'sticky'.

Children behave well. They display a high level of engagement in their learning and enjoy sharing their discoveries. Children enjoy exploring the familiar toys and remain focused. They learn rhymes and songs and listen to music as they joyfully dance and jump. Children learn new ideas through stories. For example, they discover what else is cold like the ice cream in the book they read together.

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

- The childminder has an ethos that is based on ensuring that all children are fully included. She is passionate about providing a setting that celebrates all faiths and cultures. She builds her curriculum around inclusivity and uses her knowledge of the children to plan effectively. Children celebrate festivals and learn about the importance of respecting everyone's religions and cultures through regular conversations.
- The childminder reflects on her provision effectively and identifies areas to improve and develop. She uses the children's needs and interests to inform her practice to ensure children are supported. For example, she learns and uses words and phrases in children's home languages to support children in transitions and during sessions. As a result, children get their needs met quickly and continue to access play.
- The childminder uses her knowledge of the children to inform what she teaches to build on their development. She focuses on children's communication and language skills and builds on their progress. Children are excited to explore and discover the resources that are available to them. However, the childminder does not always identify when to give children time to fully explore their chosen play to develop independence in their learning, and to extend and embed their understanding.

- Children are focused and happy. They chat and laugh as they busily play. They are eager to share their play and enjoy being part of a game. They are supported well by the childminder, who supports children to manage their feelings and emotions through positive conversations.
- Children independently find their own water bottles when they need a drink. They learn how to keep themselves healthy through regular conversations about healthy eating. The childminder talks about the importance of staying strong and healthy. Children enjoy fruit snacks and making milk drinks together in the kitchen. They wash their hands and learn about being clean before eating.
- Partnerships with parents are effective. Parents report that they are happy with their children's progress. The childminder communicates daily with parents to share children's care needs. She regularly provides ideas for parents to continue children's next steps at home. She provides further support for parents, when needed, from relevant agencies to ensure children continue to access their learning to make the best possible progress.
- The childminder takes children to the local park, where they enjoy playing on the large play apparatus and exploring the sandpits. The childminder plans to take children to local groups to build relationships within the community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to keep children safe. She knows the signs to spot to identify concerns about a child's safety and welfare. The childminder knows the procedures to follow in the event she is concerned about a child. She knows who to contact if she has concerns about another adult's suitability. The childminder regularly checks the premises and outside spaces to ensure they are safe. She conducts risk assessments for the spaces she uses and ensures the spaces are clean and clear. The childminder has a clear fire procedure in place. She has procedures in place to keep children safe on outings.

What does the setting need to do to improve?

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

- increase the support and encouragement for children to explore their own ideas to enhance their learning.

Setting details

Unique reference number	EY430842
Local authority	Southampton
Inspection number	10263338
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	2 to 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2011. She is located in Southampton, Hampshire. The childminder holds a qualification in childcare and education at level 3. She operates all year round and is open Monday to Friday from 7.30am to 6pm, or later if required.

Information about this inspection

Inspector

Elizabeth Austin

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 and inspector completed a learning walk and talked about the childminder's intention for children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.

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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