

Childminder report

Inspection date: 14 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 uses her knowledge of child development to plan a clear and ambitious curriculum that is based around children being independent and confident. She plans interesting activities that enable children to meet their full potential. For example, children concentrate well as they enthusiastically use modelling dough to make desired shapes. The childminder encourages children to name the colour of the dough. Children concentrate well as they carefully cut the dough and say, 'snip snip'. This helps to develop their fine motor skills.

Children settle very quickly in this warm and home-from-home environment. They show positive relationships with the childminder as they chat away to her and leap onto her lap. This helps to promote children's well-being and confidence. The childminder uses children's interests well to engage them in play. For example, children excitedly build a train track and laugh together as they balance toy lions on top of train carriages. The childminder provides good support for children to develop their self-esteem and a sense of belonging.

The childminder has high expectations for children's behaviour. They understand how to be kind to others, and they take responsibility for tidying toys away. Children develop a good understanding of how to manage their behaviour.

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

- The experienced childminder knows children well. She observes children accurately and assesses any gaps in their learning. The childminder uses this knowledge to plan targeted next steps for children. This ensures that any gaps in learning are swiftly addressed. All children make good progress.
- The childminder encourages children's independence skills. For example, she asks them to help her prepare their snack. The childminder provides healthy snacks for children and teaches them about healthy eating and lifestyles through conversations at mealtimes. Children show a good awareness of hygiene as they confidently wash and dry their hands. They carefully use safety knives to chop up some fruit. They show determination and resilience as they use their strength to cut it into manageable pieces. The childminder praises the children and tells them she is proud of their achievements.
- The childminder encourages children's speech by introducing new words, such as 'enclosure'. Her clear modelling and repetition of words help children to correct any errors in their pronunciation. The childminder asks children targeted questions, such as 'What do elephants eat?' However, in her eagerness to teach children new ideas, she does not always give children enough time to formulate a response. This does not fully support the development of children's emerging language skills.

- The childminder incorporates mathematics well into children's play. For example, she encourages children to count the number of toy animals that they put into the middle of a push-along bus. Children use their imagination as they pretend to go on the bus to the zoo. They excitedly count the animals when they arrive at their destination. This helps to develop children's counting and number recognition skills.
- The childminder plans many varied and exciting opportunities for children to go on outings, such as to the woodland and parks. Children enjoy looking at different types of trees and carefully climbing them. They meet up with other children, helping to increase their social circle. This helps children to explore the natural environment and widen their knowledge of the world around them.
- The childminder helps children develop a love for books. She adapts the tone of her voice to enhance children's enjoyment of stories. Children like joining in by pointing out familiar phrases in the book and talking about the pictures. The childminder encourages children to gain new knowledge from a wide range of books.
- The childminder attends regular training and uses the knowledge gained to help improve outcomes for children. For instance, she has attended recent training on developing children's independence. This has helped the childminder to think about different ways to further promote children's independence while playing.
- Partnerships with parents are good. The childminder shares detailed information daily. She gets to know the families well and builds trusting relationships with them. The childminder uses information from parents to plan targeted activities for children. Parents speak highly of the childminder and talk of how she has become part of their family life.

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:

- allow children sufficient time to think and respond to questions to better support their communication and language skills.

Setting details

Unique reference number	EY467220
Local authority	Southampton
Inspection number	10398166
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 October 2019

Information about this early years setting

The childminder registered in 2013 and lives in Southampton, Hampshire. She operates from 7.30am to 6pm, Monday to Friday, all year round. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children and spoke with them at appropriate times.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector through written testimonials.

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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