

# Childminder report

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Inspection date: 7 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 safe and stimulating environment, which reflects her intention for all children to learn through exploration and investigation. For instance, she carefully considers how to organise resources, to help promote opportunities for children to actively explore by themselves. Newer children to the setting demonstrate that they feel safe, by confidently exploring their new surroundings, while frequently checking in with the childminder for reassuring cuddles when needed. The childminder is a good role model for the children. She praises them for their attempts and efforts, which helps to boost their self-esteem and confidence. She plans effectively to ensure she provides children with a wide understanding of the world around them. For example, she ensures children experience a range of outdoor spaces, including local playgrounds and parks, where they look for signs and the changes in seasons.

The childminder ignites children's imaginations with the ongoing use of a fairy garden. She skilfully and regularly uses the prop to spark children's curiosity and learning. For instance, children are encouraged to draw or write to the fairies, detailing their news. The childminder supports children and their emerging writing skills and discusses with them the contents of their pictures and notes. Children learn that they will receive a reply from the fairies and are eager in their wait. They are encouraged to be inquisitive and to explore the garden to see when and where their replies will appear.

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

- The childminder is sensitive to the individual needs of children. She has robust settling-in procedures to help support the move from home to her setting. She sensitively helps children and their families to develop their awareness of her home and gradually builds their familiarity with her, to ensure the development of positive relationships.
- The childminder models strong, consistent behaviour well. She helps children to understand how to share toys and take turns, for example when waiting for their turn to go on the slide. The childminder encourages children to be kind and gentle with each other to help support their harmonious play.
- Children develop a passion for books and reading with the childminder. They enjoy listening to familiar stories and react enthusiastically to the childminder's engaging reading style. Younger children listen with interest to the childminder and attempt to repeat back key words from the story.
- The childminder develops strong partnerships with parents. She ensures that parents are kept informed about every aspect of their children's care and education, using their preferred method of communication. For example, she uses various messaging styles. She discusses routines with them and agrees a

care pattern for the day to meet children's needs and to ensure consistency between home and setting.

- The childminder provides constant narrative for children's play. She models language well, asks questions and introduces a wide range of new words, such as 'sparrow' and 'feather' as they watch the birds in the garden. This helps to extend children's language and communication skills.
- Although children enjoy a broad and varied range of activities, the childminder has not fully considered ways for children to make better use of opportunities to help them develop a greater appreciation of similarities and differences between themselves and others.
- The childminder provides children with many sensory activities to help develop their curiosity and exploration. Activities such as a sand tray, home-made shaker bottles and treasure baskets support children's early writing skills as they learn to grip and manipulate the resources with their hands as they play.
- The childminder teaches children how to care for living animals. For example, the children are encouraged to help to feed her two rabbits 'Honey' and 'Herby' their food. The childminder ensures children wash their hands as they move between the indoor and outdoor environments. This helps children to be aware of good hygiene practices and reduce the risk of spreading germs.
- On occasions, the childminder does not fully promote children's understanding of early mathematical concepts, such as numbers and counting in their play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is current, for example, through completing training and accessing information online. She is aware of the signs of abuse and neglect, and her duty to prevent children being drawn into situations that put them at risk. She knows the local referral procedures to follow if she has concerns about a child. The childminder supports children to recognise and manage their own risks in play. For example, she ensures that when children climb, the equipment they use is designed for them to do so. The childminder offers children explanations as they explore, to help them gain a better understanding of how to keep themselves safe.

## What does the setting need to do to improve?

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

- build on the emerging range of opportunities for children to develop a greater appreciation of similarities and differences between themselves and others
- develop further opportunities for children to use numbers and counting in everyday activities to enhance their understanding of early mathematical concepts.

## Setting details

<b>Unique reference number</b>	131328
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10065868
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	7 July 2015

## Information about this early years setting

The childminder registered in 2003 and lives in the Maybush area of Southampton. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Sarah Denman

### Inspection activities

- The inspector viewed areas of the home used for childminding and discussed how they are used to support children's learning.
- The inspector observed children during their play and learning experiences. She discussed with the childminder the quality of teaching and assessed the impact this has on children's learning and development.
- The childminder and inspector reviewed an activity that was undertaken.
- The inspector looked at relevant documentation and evidence of the suitability of persons associated with and living in the household.
- The inspector took account of the views of parents through verbal and written feedback provided.

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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Manchester  
M1 2WD

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