

# 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 offers a relaxed home environment for children. Her well-designed play areas enable children to develop their interests and knowledge. The childminder has been developing how her environment is set out to enable children to follow their own ideas. For example, younger children explore storybooks. Younger babies, at times, do not have the opportunities to develop their core strength, to enable them to be more mobile around the play areas. This does not fully support their physical development.

Children demonstrate they feel safe and secure in the childminder's home. They happily engage with her during hygiene practices, where the childminder sings nursery rhymes and babies respond with smiles. Their voices and wishes are heard and valued. They learn how to make decisions, such as which fruit they would like for snack. These experiences promote opportunities for children to have a positive sense of themselves and learn that they have choices. Children behave well in the childminder's home and show respect for her rules and boundaries.

Children are highly motivated learners and respond well to the childminder's teaching. Her high expectations of children's learning challenge their thinking. They are eager to get involved with different learning opportunities. For example, older children develop their mathematical skills as they take pleasure in making dough, counting how many spoons of each ingredient they need. Younger children manipulate dough and develop their fine-motor skills.

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

- The childminder provides high-quality care and education for children. She has a professional approach to her business and sets clear policies and procedures which highlight her practice to parents. Recently, the childminder attended a professional development course, to understand further how boys develop. This has broadened her knowledge around engaging boys, particularly with early literacy skills. This has had a positive impact on their attitudes to learning. Her passion and love for educating children provides them with a nurturing environment which stimulates their interests and promotes positive steps in their development.
- The childminder's well-designed curriculum is ambitious and meets the needs of all the children she cares for. Her sound knowledge of how to teach children helps her identify areas requiring particular support. She understands what children already know and how she will inform her teaching to develop their knowledge and skills further. For example, younger children learn new words through repetition and labelling objects of interest, such as aeroplanes. Older children learn colour mixing. Children are prepared well for future success.

- The childminder models high expectations for children's behaviour. For example, older children are encouraged to be gentle and considerate of the younger children when playing together.
- The childminder's strong bonds with children, and her flexible approach to settling children in, enable them to settle quickly and feel safe and secure. The childminder has a strong understanding of how to teach children to express their feelings and emotions. She vocally validates their feelings and labels them to support their own understanding. Children quickly learn how to manage their feelings well in a safe environment.
- At times, the childminder does not fully promote children's physical development. Children do not develop their core strength and move around the environment successfully.
- On occasion, the childminder does not fully promote the older children to independently take care of their environment.
- Parents provide positive written feedback for the childminder. They are satisfied with the service they receive and feel their children are happy in the care of the childminder. They explain that their children talk positively about their time with her, especially the healthy foods they enjoy. Parents comment that the childminder's home is immaculate, and children are cared for well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of her safeguarding responsibilities. She has a good knowledge of signs and symptoms of abuse and how to refer any concerns to the appropriate agencies. She has completed regular training to ensure she stays up to date with legislation and policies. She has safeguarding policies in place which she shares with parents. The childminder keeps robust records of accidents and incidents to help her monitor the overall well-being of children. She assesses her environment well to help to reduce risks to children when they are in her care.

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

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

- further promote the physical development of the youngest children to help them develop their core strength and mobility
- develop strategies to further promote older children's independence when taking care of the environment.

## Setting details

<b>Unique reference number</b>	EY467220
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10075541
<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>	1 to 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	16 June 2016

## Information about this early years setting

The childminder registered in 2013. She lives in the Bitterne area of Southampton, Hampshire. She provides care each weekday throughout the year from 7.30am to 6.30pm. She accepts funding for the free provision of education for children aged two, three and four years.

## Information about this inspection

### Inspector

Hayley Doncom

### Inspection activities

- The inspector and childminder carried out a learning walk across all areas of the home to understand how the early years provision and the curriculum is organised.
- The inspector observed the childminder with the children to gain an understanding of the quality of education.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation.
- A leadership meeting was held with the childminder.

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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