

Childminder report

Inspection date: 6 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides an inclusive and welcoming environment, which children enjoy exploring. Children settle quickly because the childminder is attentive to their needs, sensitive and nurturing. The children have positive relationships with the childminder; they seek her out during play and go to her for comfort and reassurance. Children feel safe and secure with her.

Children have good behaviour as the childminder is highly effective in explaining the expectations of her setting. Children respond very well to the positive praise and encouragement from the childminder, during both activities and routines. Children eagerly tidy up after activities and help to clean the table in preparation for mealtimes. The childminder supports the children to resolve conflicts and helps them to make connections between behaviours and emotions, in order to build their understanding.

The childminder has a sound knowledge of early education, and her experience as a qualified teacher is reflected in her very good teaching skills. She plans activities to support children's individual learning and development well. However, she does not always utilise activities to provide children with further challenges to extend their learning, and therefore enhance their critical thinking skills.

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

- The childminder actively plans her week to ensure children have diverse experiences. They attend a variety of different playgroups in the local area, allowing the children to experience the diverse community and socialise with others. Younger children demonstrate their developing social skills and are learning to share and take turns.
- Children's language development is supported extremely well by the childminder. She is highly skilled in modelling excellent language and introduces new and exciting words. For example, when exploring a box with the children, the childminder lifts it into the air and explains to them it is 'levitating'. Younger children respond very well to learning new words and sounds. They repeat after the childminder and copy the sounds she makes. For example, she sounds 'b, banana' and young children confidently repeat, speaking new words daily.
- The childminder ensures the children have plenty of exciting opportunities and experiences while in her care. She takes them on regular outings to local parks, farms and the zoo. The childminder has a degree in zoology and expertly uses her knowledge to teach the children about different animals and conservation. This increases the children's knowledge and awareness about the world around them.
- Children take part in forest-school sessions, where they learn about the natural

world and have opportunities to use tools, such as saws and drills. They explore lighting fires and cook on open fires, learning about managing risk and keeping themselves safe while in a natural environment.

- The childminder promotes the children's independence and invites them to complete small tasks throughout the day. For example, she asks children to find items in the home and to set out activities. Children show a great willingness to help and take part in activities, demonstrating excellent self-motivation. The childminder does not always encourage younger children to be independent during self-care routines, such as when handwashing or wiping noses.
- The childminder continuously reflects on and evaluates her setting. Since her registration she has worked hard to develop her planning and curriculum for the children. She shares information regularly with parents, to keep them up to date on their children's progress. She also obtains their views and feedback. The childminder has not yet included ways to support home learning and sharing of information with other professionals. However, she has already identified that these are areas she wishes to work on.
- The childminder uses any opportunity to support the children's mathematical development. She skilfully asks questions, includes counting and talks about shapes with the children. For instance, they count fruit during snack time and sing songs relating to numbers.
- Training and professional development are important to the childminder. She regularly goes on courses to support her knowledge and to enhance experiences for the children. For example, she recently attended training on language skills, which has had a fantastic impact on the children and their language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear knowledge about how to keep children safe. She can confidently recognise the signs and symptoms that may indicate a child is at risk of harm, and is fully aware of her roles and responsibilities to safeguard children. The childminder has robust policies and procedures in place. She knows who to contact if she has concerns about a child's safety and welfare. The childminder places great importance on keeping her knowledge up to date and completes regular safeguarding training. She also has good understanding of wider safeguarding concerns.

What does the setting need to do to improve?

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

- promote younger children's independence further during self-care routines
- enhance partnerships with parents and other professionals to encourage sharing

of more information

- increase age-appropriate opportunities to set further challenges for children during activities.

Setting details

Unique reference number	EY546209
Local authority	Southampton
Inspection number	10100260
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Southampton, Hampshire. She provides care throughout the year, during the week and occasionally on Saturdays. The childminder has qualified teacher status. She provides free early years education funding for three-year-olds.

Information about this inspection

Inspector

Jamie Smith

Inspection activities

- The childminder and the inspector conducted a learning walk, to understand how the early years provision and the curriculum are organised.
- The childminder and inspector carried out a joint observation together.
- The inspector sampled some of the childminder's policies, procedures and paperwork.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The childminder and the inspector held a meeting.
- The inspector tracked the experiences of a child attending the setting.

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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