

Childminder report

Inspection date: 6 December 2019

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 provides a home-from-home environment for children. She offers children a warm and welcoming space where they feel safe, secure and settled. The childminder has high expectations for all children. She encourages children to develop their independence and skills. Older children demonstrate this as they show pleasure when using a Hoover to tidy up after lunch. This gives children responsibilities for their surroundings and keeping things clean and tidy. This level of responsibility prepares children well for the next stage in their learning.

The childminder has a proactive approach to supporting children's behaviour. She understands the age and stage of development of children and, therefore, how best to support them to learn right from wrong. For example, at times she will divert children's attention to something else to prevent unwanted behaviour. Then later she will revisit the situation with the children and talk to them about what happened. She demonstrates a good knowledge of children's emotional well-being and how to support children fully. Children are eager to learn. For example, younger babies are motivated to feel the textures when looking at sensory books.

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

- The childminder plans an ambitious curriculum for children to thrive. She challenges all children to develop out of their comfort zone. For instance, when they visit the local park, the childminder encourages children to take risks and develop new physical skills. This helps children feel a sense of achievement when they succeed. At times, babies lose interest in resources available to them. On occasions, this results in babies being disengaged.
- The childminder gains information from parents when children first start at her setting. This valuable information helps the childminder plan well for children's learning. However, this two-way communication about children's learning and development does not happen as regularly thereafter. Parents have regular information about activities children have been doing, however, this does not include whether children are meeting their age and stage of development.
- The childminder knows the children well. She is confident with their routines and how they settle. The childminder demonstrates this as she swiftly recognises when babies need their naps. She ensures they have their comforters to soothe them to sleep.
- The childminder develops children's vocabulary well. She uses clear speaking and listens intently to children. The childminder sees herself as a role model for children. She ensures she accentuates the sounds in words and the correct pronunciation. The childminder also promotes singing time where children sing nursery rhymes. This successfully helps children develop their speech and language.

- The childminder creates a respectful environment where children learn from one another. For instance, younger children learn to put their coats on by using the older children as role models. This promotes children's positive self-esteem and eagerness to do things for themselves.
- The childminder has formed close bonds with children. She shows care, consideration and affection which helps children to settle. The childminder has a flexible settling-in procedure. This follows the needs of individual children and allows children to become familiar with her and her home.
- Children are encouraged to be healthy. The childminder works with parents to promote healthy lunch boxes. She promotes further understanding for children by talking through food groups and what they can do for health and well-being.
- The childminder is passionate about the good education she provides to children. She completes mandatory training and also seeks further training to build on her own knowledge and practice. Recently, she completed a course on child development. This training had a positive impact on her provision and children's outcomes. For instance, she gained a wider knowledge of how children learn and different factors to their learning. This has helped her adapt her provision, particularly for boys, to develop their early writing skills.
- Parents provide written feedback about the childminder. They comment that their children enjoy being in her homely environment. They praise the support their children receive for their individual educational needs and in liaising with external agencies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of safeguarding. She is confident at identifying possible signs of abuse in all ages of children. The childminder has policies in place to follow should she have a concern about a child and need to refer to an outside agency. She uses safeguarding training to keep her knowledge up to date. The childminder is able to address risks to children and manages these well. For example, she ensures her garden is safe before the children go outside.

What does the setting need to do to improve?

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

- strengthen systems of sharing children's knowledge and skills with parents
- review the organisation of resources for babies to promote further engagement and stimulation.

Setting details

Unique reference number	131453
Local authority	Southampton
Inspection number	10065870
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	30 July 2015

Information about this early years setting

The childminder registered in 1998. She lives in the Shirley area of Southampton and operates from 7am to 6pm Monday to Friday throughout the year. The childminder is registered to receive government funding for children aged two, three and four years. She is qualified to level 3 in early years education.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector observed the childminder to see the quality of teaching.
- 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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