

Childminder report

Inspection date: 17 October 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 supports children's mathematical skills well. For example, children make spontaneous size comparisons during play. They estimate whether a piece of string on the ground is longer than their own body. Children frequently describe what they are seeing as they assemble challenging puzzles. They use their knowledge of people they know as they assign clothes to a variety of different characters. Children enjoy working with friends of different ages. They explore the play area together and they generously hand each other resources from toy boxes. However, sometimes children compete for the childminder's attention. In these situations she does not always encourage children to listen to the views of their friends.

The childminder helps children refine previously learned skills. Children display good resilience, even when tasks are difficult. This is apparent as children maintain high levels of concentration to carefully untangle knots in the string they are using. They gain a sense of accomplishment as they complete the task independently. The childminder challenges children to match leaves to corresponding pictures on walks in the local park. She extends the activity further for older children. For instance, she models how to make imprints of leaves and the children copy her good example. Children develop good observation skills as they use colours of their own choice to draw pictures of trees.

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

- The quality of teaching is strong and the childminder continues to develop this area of her practice. However, she does not routinely monitor other areas of her provision to check that she is meeting all requirements. For example, during the inspection the childminder did not have public liability insurance in place. This is a breach of requirements. Despite this, there is no impact on children's outcomes.
- Children are inquisitive. They seek out different props to support their play. For example, during the inspection children tried on sunglasses with bright frames. They laughed and tipped their heads back to hold the sunglasses in place. The childminder suggested other items to complement their dressing-up outfits. Older children chose favourite creative games. They slotted matching coloured pegs into different holes and designed three-dimensional pictures.
- The childminder works closely with other providers and with parents to share information about children's routines. She offers children opportunities to reinforce learning that has taken place elsewhere. For instance, when children learn physical skills at home or school, the childminder encourages children to repeat them in her home. Children enjoy moving in an assortment of ways. They are confident to show friends their new dance moves.

- The childminder links up with other childminders to discuss good teaching practice as well as to access training. Recently, she learned new strategies to support children's emotional development. She also helps children to understand the lives of others. For example, she offers them the option of tasting foods which are associated with other countries. She talks to children about current events that they see on the television.
- Parents are fully included in the assessment process. The childminder frequently holds conversations with parents and sends home information. She lets parents know promptly if she has any worries about children's development so that they can swiftly address the issue together.
- The childminder helps children to develop strong vocabulary skills. She encourages children to experiment and use complex words. Children say quite complicated sentences from a young age. The childminder sensitively corrects them when they do use a word in the wrong context and they are confident to try again. At times, children are intent on getting their own point across and they do not consider the opinions of others. The childminder does not recognise these opportunities to help children further enhance their social skills.
- Children manage their own needs well from a young age. They are excited to use the toilet like their older friends. They let the childminder know when they feel tired and ready for a nap. The childminder encourages all children to express their emotions effectively so that she can help them manage any frustrations. She is always there to offer children a cuddle if they need it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding, including of wider issues which have an impact on children's lives. For instance, she often hears information circulating about online computer applications which are made to appeal to children. She researches these further. She talks to children in an age-appropriate way about how to stay safe online. She also speaks to parents about the need to monitor children when they are using technology at home. The childminder refreshes her understanding of safeguarding on a regular basis. She knows how to share concerns about children's welfare to protect them from harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that public liability insurance is in place at all times when providing childminding in case of accidents and incidents to children.	31/10/2019
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To further improve the quality of the early years provision, the provider should:

- improve monitoring processes to ensure that all required documentation is in place and up to date
- offer more consistent support for children to develop the skills they need to work effectively with others.

Setting details

Unique reference number	EY415316
Local authority	Southampton
Inspection number	10065875
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	22
Date of previous inspection	7 December 2015

Information about this early years setting

The childminder registered in 2010. She lives in Southampton, Hampshire. The childminder operates on Tuesdays between 7am and 6pm. She also works before and after school on Mondays. She provides care all year round. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Julie Bruce

Inspection activities

- The childminder guided the inspector around her property as they discussed how the childminder organises her environment.
- The inspector spoke to the childminder about how she increases her teaching skills.
- The childminder and the inspector evaluated different aspects of a planned activity.
- At an appropriate time, the inspector asked the childminder about her safeguarding policies and procedures.
- The inspector read feedback from different parents about the childminder's practice.

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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