

# Childminder report

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Inspection date: 22 January 2020

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|------------------------------|-------------|
| <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 |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder has high expectations of children, which is demonstrated through her teaching. She is keen for children to learn right from wrong and her sensitive approach supports them well to achieve this.

Children form good attachments with the childminder. They show pleasure in being in her company. For example, babies show positive self-esteem as they smile and giggle when the childminder playfully calls their names.

The childminder is passionate about making children feel at home when in her provision. Children demonstrate that they feel safe, secure and happy, and confidently choose what they would like to play with. Children are fully aware of all resources available and share their wishes with the childminder regularly. This is demonstrated as children ask and point for resources when they are out of reach.

Children are enthusiastic in their role play. They happily cook in the pretend kitchen, using their home experiences well to extend their play. For instance, they mix food in the saucepans.

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

- The childminder completes self-reflection well. She reviews her practice based on the children in her care and acts on any gaps in her knowledge. For instance, she completed a course to support children with special educational needs and/or disabilities. This has had a positive impact on individual children's learning experiences.
- All children benefit from meaningful learning in the childminder's home. Children are vocal about their interests. The childminder encourages a language-rich environment which benefits all children and particularly those who speak English as an additional language. The childminder demonstrates this as she talks clearly to children and labels objects to develop their vocabulary.
- Children have plenty of opportunities to develop their physical skills. They show delight in playing in the garden, where they confidently climb steps to the slide and whizz down. The childminder also takes children out into the community daily, where they have opportunities to develop their social skills, such as when joining toddler groups and visiting local parks. Children develop their pre-writing skills well, using pens and pencils. They show high levels of concentration when drawing around objects and colouring them in.
- Children remember their learning experiences. For example, they sit together and role play being the childminder and children. They use the same language that the childminder uses and show enjoyment in this activity.
- Children behave well. They show good understanding of the rules to follow and

how to be kind to one another. The childminder gently reinforces this when needed. She is aware of children's different ages and stages of development, and works with them appropriately. For example, she promotes different levels of independence.

- Children are keen learners. They show enjoyment in participating in activities together. For example, children show perseverance when completing a problem-solving activity. They are eager to share their knowledge on colours and shapes. However, the childminder does not fully extend these learning experiences to build on children's knowledge further within those areas.
- The childminder is quick to identify children's needs. For example, she settles babies to sleep when noticing they are tired, and supports older children with their personal care needs when required. There are times when the childminder could provide children with more privacy when tending to their personal care needs. For instance, when children use the potty.
- Parents provide written feedback for the childminder. They comment that she is reliable and professional. They like that their children take part in a range of activities which they share with parents at home, such as nursery rhymes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding children. She has policies in place to support her practice. The childminder is confident about who to contact should she have a concern about a child's welfare. She explains that children's needs are paramount and is happy to share information with outside agencies when appropriate. The childminder has a good understanding of risk assessments and how to ensure children are safe in her home environment and out in the community.

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

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

- review arrangements to further promote children's privacy when carrying out self-care tasks
- make full use of opportunities to meet children's learning needs and build on their knowledge further.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 131361                                                                            |
| <b>Local authority</b>             | Southampton                                                                       |
| <b>Inspection number</b>           | 10072360                                                                          |
| <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 9                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 9                                                                                 |
| <b>Date of previous inspection</b> | 27 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 1995 and lives in Southampton, Hampshire. She operates all year round from 7.30am to 6.15pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She has an early years qualification at level 3.

## Information about this inspection

### Inspector

Hayley Doncom

### Inspection activities

- A learning walk took place to discuss how the early years provision and the curriculum are organised.
- The inspector observed the childminder to assess the quality of teaching.
- Discussions were held with children and the childminder at appropriate times.
- A sample of documentation was viewed, including policies and procedures, qualifications and certificates.

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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