

Childminder report

Inspection date: 30 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides a safe and stimulating environment for the children. She supports children to develop a sense of belonging to increase their confidence and self-esteem. For example, children have their own pegs and places to put their shoes, and photographs of them are displayed in the playroom. The childminder knows the children exceptionally well and has formed secure bonds with them. She instinctively knows when children need reassurance and offers a hug or kind words. Older and younger children play extremely well together. The childminder has very high expectations for the children and is an excellent role model.

Children are highly motivated to learn and happily engage in play as soon as they arrive. They know the resources very well and are able to play, uninterrupted, for long periods of time, to develop and enhance their own learning. Children's behaviour is exemplary. They understand the rules of the setting and listen to instructions carefully. The childminder teaches children how to share and take turns, and supports them to come up with their own solutions in their play. For example, children use a sand timer and inform one another when it is their turn.

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

- The childminder is highly responsive to the children. She expertly follows their lead and supports them to enhance their play with her skilful questioning. For example, when a 'fire' has broken out in the pretend cooker, the children quickly get the high-visibility jackets and helmets and pretend to be firemen putting out the fire. The childminder encourages the children to think about what they need and how to put the fire out, teaching them about fire safety.
- The childminder teaches children to learn about themselves. Together, they talk about their similarities and celebrate their differences. For instance, children notice that they have different-coloured hair and shout out 'that looks like me', when they compare themselves to other children in a book. The childminder works hard to support children to understand and manage their own feelings. For example, she shares a story about emotions and plays a card game to talk about how the people are feeling.
- The childminder teaches mathematics very well and uses numbers in everyday activities to support the children to develop their number skills further. For instance, children excitedly measure themselves on the height chart and compare who is taller, and if they have grown since the last time they measured themselves. Children are confident with mathematics and show a love of counting and sequencing.
- Partnerships with parents are exceptional. They state that they are completely happy with the care of their children and consider the childminder to be part of their extended family. Parents have commented that 'trust her implicitly' and are

happy with how their child is progressing.

- The childminder is a highly reflective practitioner. She strives to make the setting the best learning environment it can be, to further improve outcomes for children. The childminder regularly gathers feedback from parents and children and considers this in her planning. She regularly attends training to keep herself updated on changes within the sector. She shares this knowledge with a network of other childminders and they discuss best practice, which enables her to continually reflect and make further improvements.
- The childminder knows the children exceptionally well. She builds on what they already know and can do. The childminder provides tailored activities that are focused on the individual child's interests. She uses high-quality interactions with the children to develop their learning and prepare them for the next stage in their development.
- The childminder supports children to develop their independence. She encourages children to have a go and to keep trying. For example, children use safety knives to cut up their own food, and they persevere and successfully complete this task. The childminder offers continued reassurance and praise and celebrates when children achieve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure knowledge and understanding of how to keep children safe. She attends regular safeguarding training which helps her to keep updated with changing legislation. The childminder confidently knows when, and to whom, she must report any concerns she may have about a child or a household member, including herself. She understands the wider aspects of safeguarding, including the 'Prevent' duty and 'county lines'. The childminder is aware of the signs and symptoms children may display if they are at risk of harm.

Setting details

Unique reference number	EY409454
Local authority	Southampton
Inspection number	10136607
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in Woolston, Southampton. She operates Monday to Friday, all year round. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Jayne Godden

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- A discussion was held by the inspector with the childminder as she carried out an activity with the children. This was to assess how well the childminder monitors the quality of teaching.
- The inspector assessed how well the childminder understands and implements policies, and how she monitors children's learning.
- A learning walk was carried out by the inspector and the childminder, to gain an overview of the curriculum offered and how this is implemented.

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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