

# Childminder report

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Inspection date: 14 October 2019

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

### **The provision is good**

Children show that they feel safe and secure. The childminder is caring and highly effective in helping children to settle in quickly. She supports their emotional well-being. Young children who are new to the setting show good levels of confidence and settle well in the homely environment. The childminder has high expectations for all children's positive behaviour. They are reminded of how to be polite to one another, and they learn how to share and wait their turn.

Children are supported very well to develop their language and literacy skills well. For example, the childminder reads stories and encourages children to talk about what they learn. Children recall familiar stories and rhymes, and they listen attentively and respond to questions.

The childminder uses well-planned activities to stimulate children's interest and curiosity, such as cooking, to help extend their essential skills. Children develop positive attitudes towards nutritious foods. For example, during the inspection, the childminder involved the children in making their own pizza. Children enjoyed rolling out the dough before carefully adding their pizza toppings. The childminder used this opportunity well to encourage children to develop their small-muscle skills and hand-to-eye coordination and to introduce some early concepts of mathematics. For example, children count as they add ingredients to their pizzas.

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

- The childminder has a good understanding of how children learn and develop. She provides appropriate challenge through the activities that she offers and gets involved in the children's play. She encourages children to make marks and test out their own ideas when using chalk. Children are engaged and proud of their achievements.
- The childminder monitors the progress that children make to ensure that any gaps in their development are identified and addressed swiftly. She uses what she knows about children to plan targeted educational learning that helps them to achieve the next steps in their learning. For example, she uses effective and well-thought-out strategies to support children who are experiencing language delay. This helps children to make good progress in their communication and language skills, from their starting points.
- Children benefit from regular opportunities to play and learn outside which allow them to have fresh air and exercise. The childminder often takes the children to the local playgroups and libraries, where they meet and play with other children. This helps to develop their social skills. This also helps children to learn about the wider community and to gain respect for others.
- The childminder follows children's individual care routines well. She encourages

children to be independent. For instance, they tidy away toys after using them and wash their hands before snacks and lunchtime. Children set the table for lunch and serve their own food at mealtimes. The childminder provides support when needed and allows children time to develop their self-care skills.

- Partnerships with parents are good. Parents report that the childminder keeps them well informed about their children's daily routines and all aspects of their development. They particularly praise the healthy foods their children experience and the different activities children take part in. The childminder shares ideas with parents on how to continue their children's learning at home.
- The childminder has made links with some settings that children also attend. However, she does not currently share relevant information with all settings to provide consistency and continuity for all children's care and learning needs.
- The childminder is highly committed and well organised. The childminder implements a training programme effectively for herself and her assistants linked to statutory requirements, to continually improve their skills. She implements clear policies and procedures and ensures that her premises are secure. She makes good use of networking opportunities with other childminders, which enables her to share good practice ideas with her assistants.
- Children happily choose what they want to play with, from toys and resources. However, the childminder does not optimise the organisation of the environment to support children's learning to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of child protection procedures. She has comprehensive safeguarding procedures and policies in place. She knows the signs and symptoms that might cause concern about a child's welfare. The childminder ensures that her assistants fully understand their roles and responsibilities in protecting children. They attend safeguarding training regularly to update their knowledge. The childminder carries out thorough risk assessments to ensure that children are safe in her home and during outings. She has a broad understanding of wider safeguarding concerns, such as online safety and the risk of children being exposed to extreme views.

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

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

- enhance the organisation of the learning environment, so that available resources support children's independent learning and engagement to the highest level
- strengthen the arrangements for sharing information with other early years provisions, in order to maximise support for children's all-round learning and

development.

## Setting details

<b>Unique reference number</b>	EY480735
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10120166
<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 at time of inspection</b>	1 to 9
<b>Total number of places</b>	4
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	9 May 2016

## Information about this early years setting

The childminder registered in 2014. She lives in the Thornhill Park area of Southampton, in Hampshire. The childminder operates her service from 6am to 6pm on weekdays, all year round. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Lane

### Inspection activities

- The childminder discussed her curriculum, children's learning and how she plans for children's progress with the inspector.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning with the childminder.
- The childminder shared parents' views on her setting, which the inspector took account of during the inspection.
- The inspector looked at evidence of the suitability of the childminder and other household members.

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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